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ABSTRACT

This third of a three-volume career education resource guide consists of 146 teacher-developed and -tested learning activities for use in grades 10-12. Included in this volume are activities that can be incorporated into existing curricula in the following subject areas: art, biology, business, chemistry, English, foreign languages, counseling, health, physical education, home economics, industrial arts, mathematics, music, science, social studies, and special education. The activities are presented in a consistent format, including the activity subject area, grade level, and title; behavioral objectives; steps for completing the activity; and resources pertinent to the activity. Designed to be fused into existing classroom curricula, these activities address such career themes as self-awareness, career awareness, educational awareness, economic awareness, decision making, beginning competency, employability skills, and appreciation and attitudes. Appendixes included at the end of the volume contain listings of behavioral objectives for grades K-12, organized according to the above-mentioned eight career education themes; a career education resource source listing; and annotated bibliographies including materials on school-to-work transitions, multicultural children, exceptional children, the disadvantaged, and inservice training. (MN)

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ED211691

Career Education Resource Guide

Volume III · 10 -12

VILLANOVA UNIVERSITY / SCHOOL DISTRICT OF PHILADELPHIA

TEACHER CORPS PROJECT

THOMAS D. TREACY

PROJECT DIRECTOR

AND EDITOR

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Appendix

I K - 12 Behavioral Objective

II Resource Source Listing

III Bibliography

Activity 1

Subject Area: Art

Grade Level: Intermediate or High School

Title:

BEHAVIORAL OBJECTIVES:

1.15 The students will be able to illustrate the relationship between career and self-satisfaction.

8.10 The students will show an understanding of art as it relates to self and society.

*Capsule Activity Description:

The students will be able to describe the probable life-style of selected artists.

ACTIVITY

The teacher plans to invite one or more artists to the classroom. Artists will have various occupations and life-styles. The students may be able to visit artists' studios. In the classroom, the teacher and students discuss life-style patterns and implications.

The students write projected profiles of the kinds of life-styles they would like. They also should be able to discuss those occupations that would not appeal to them.

The teacher evaluates each student's involvement and participation.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Artists in the community (potter, painter, printmaker, technical illustrator, weaver, graphic artist, sign painter, interior decorator, or poster artist)

*This activity has been designed and/or used successfully by: California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity 1

Subject Area: Art

Grade Level: Intermediate or High School

Title:

BEHAVIORAL OBJECTIVES:

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8.10 The students will show an understanding of art as it relates to self and society.

*Capsule Activity Description:

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ACTIVITY

The teacher plans to invite one or more artists to the classroom. Artists will have various occupations and life-styles. The students may be able to visit artists' studios. In the classroom, the teacher and students discuss life-style patterns and implications.

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Community Contacts:

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Other Resources:

Artists in the community (potter, painter, printmaker, technical illustrator, weaver, graphic artist, sign painter, interior decorator, or poster artist)

*This activity has been designed and/or used successfully by: California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity 2

Subject Area: Art

Grade Level: Intermediate or High School

Title:

BEHAVIORAL OBJECTIVES:

1.06 The students will display the understanding that each student is unique and special.

1.08 The students will display understanding that since each individual is unique, he/she is capable of unique contributions.

8.10 The student will show an understanding of art as it relates to self and society.

*Capsule Activity Description:

The students will express their interests, values, and attitudes through a selected art media.

ACTIVITY

The teacher plans to have individualized activities plus class discussions about interests, attitudes, and values.

On poster board or paper, the students draw situations or places in which they would like to live. The drawings should be painted and enhanced with ink or felt pen. The lettering and bordering are optional.

The evaluation should be based on the use of imagination and skills in composition, painting, and drawing.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Poster board or paper, watercolor paints, ink or felt pens, magazines, prints, and posters
Charts on drawing and painting techniques

*This activity has been designed and/or used successfully by: California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 3

Subject Area: Art, Commercial

Grade Level: 9-12

Title: "Label maker"

BEHAVIORAL OBJECTIVES:

4.03 The students will demonstrate acquisition of consumer skills.

4.07 The students will demonstrate that they recognize how the labor market affects the nation's economy.

8.11 The students will participate in the arts.

2.10 The students will identify skills acquired in school that are relevant to selected occupations.

*Capsule Activity Description:

Construct a label for a product from information gained from the manfacturer of the product.

ACTIVITY

EQUIPMENT: drawing and/or painting materials,lettering guide and/or equipment, measuring rule

1. Find out from the maker or supplier what a specific product is supposed to do, what its ingredients are, whom it is made for, its retail cost, and its size and shape.

2. From this information, design and actually make an attractive label for the product or its container.

3. If possible, show your label to the maker, discuss it and modify it to be the final product label.

4. Repeat the procedure to design an appropriate wrapper or package for the product, again checking and revising your design to please the maker who would be hiring you.

5. Prepare a display which is attractive and accents the features of the product.

Note: If some student (s) made products in a class you might use their things as your label and wrapper design subjects.

6. Ask you classmates to answer questions in the following questionnaire.

DATA AND RESULTS:

	LABEL EFFECTS			WRAPPER EFFECTS		
	Yes	No	Some	Yes	No	Some
Attracts you						
Makes you curious						
Unattractive						
Color is right						
Looks expensive						
Aimed at youth						

Follow up Questions

1. Is the product made for a specific age customer?
2. How could labelling and wrapping increase the age range appeal?
3. Is the age of a commercial artist important to his success? Explain.

Free Information:

0328
0020

Other Resources:

*This activity has been designed and/or used successfully by:

John Zupher, Dan MOrton, Capital View, Junior High School, Roseville, Minn., Gary Engstrom, Bryant Junior High School, Minneapolis, Minn.

Activity 4

Subject Area: Graphic Arts

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES:

2.10 The students will identify skills acquired in school that are relevant to selected occupations.

7.02 The students will demonstrate the ability to work independently and in groups to attain a goal.

*Capsule Activity Description:

The students will be able to list and describe the occupations related to yearbook production.

ACTIVITY

The class is to be divided, in accordance with each student's interest, into the following groups: (1) layout design; (2) copy writing and editing; (3) photography; and (4) art.

Plans are made for a field trip to a publishing plant to observe the printing process.

The class lists occupations related to producing a yearbook. The students do research work in their interest group; i.e., they describe the job, education and training level, benefits, and drawbacks. They prepare a written report on occupations in the graphic arts field.

The teacher evaluates the written reports.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

Librarian
Commerical artist
Photographer
Career center

*This activity has been designed and/or used successfully by: California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies for Kindergarten through Grade Twelve.

Activity # 5

Subject Area: Guidance/Art

Grade Level: 9-12

Title: "Collage"

BEHAVIORAL OBJECTIVES:

1.04: The studens will give evidence of the development of a positive self-image.

1.06: The students will display the understanding that each student is unique and special.

1.12: The students will show recognition of the need to appreciate the skills, abilities, rights and responsibilities of others.

*Capsule Activity Description:

Create a collage as the student sees themselves.

ACTIVITY: 2-3 periods

1. Have the students go through various print materials clipping words/phrases/pictures that portray some aspect of themselves. Encourage the students to think of all the self analysis that they have done in this unit to gain ideas for their collages. After the students have collected several materials, encourage them to start thinking about the total layout of their collage. Some students may choose to group their materials, designating areas of their paper for abilities, interests, personality, lifestyle, etc.

2. After all students complete their self descriptive collages, arrange them at random around the room. Place a number by each collage and have all the students analyze each collage closely and guess to whom it belongs on a tally sheet. Compile all the tally sheets and discuss how accurately the students were able to sympolically portray themselves to others.

   It should be remembered that the assignment was to create a collage portraying the student as they see themselves, and not necessarily as others see them. Part of the class discussion might include whether or not one's collage would have been different if the assignment would have been to create a collage protraying oneself as others see you. (The teacher may wish to give small token gifts to the student who guesses the most collages correctly and/or the student whose collage is guessed correctly by the most students.)

   This activity will take more than one class period and can be lengthened if the teacher would choose to emphasize the discussion phase of the assignment. One way of doing this would be to have each student briefly describe his/her collage to the class, followed by discussion of the individual collage. There could also be a rating sheet developed for the students to use in rating each collage.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Old Newspapers - Old Magazines

*This activity has been designed and/or used successfully by:

Mary Jo Benson, Kellogg High School, Independent School District 623
1251 W. County Road, B-2, St. Paul MN. 55113

12

Activity # 6

Subject Area: Biology

Grade Level: 10 and 11

Title: Farming

BEHAVIORAL OBJECTIVES:

7:02 The students will demonstrate their acquirement of a vocabulary for different types of farming as a career.

6:10 The students will be able to identify various tools that are used to complete tasks.

*Capsule Activity Description:

Research "Farming as a Career." Students report on different areas of farming.

ACTIVITY

(1) Before introducing the project activities, it is necessary that the students have an awareness of several concepts, if not, they should be explored before the assignment of individual project.

The main concepts are - What is a farm! Importance of Farming, What basic things individual should know before starting farming as a career.

(2) Have students report on (a) List of plants (b) Types and selectio of seeds (c) Soil types (d) Fertilizers (e) Insecticides (f) Herbicides, etc.

(3) Have students report on different types of machinery and tools used in a Farming.

(4) Have students choose their own groupings, have groups choose a type of farm, each group allowed two weeks to present their materials about - jobs performed by each farm, latest methods of growing crops, outdoor work, farm animals, management of farms, etc.

(5) Invite a speaker from the Agriculture Research center to speak about - Future and scope of farming in the United States.

RESOURCES

Community Contacts:

Free Information:

0191
0067

Other Resources:

*This activity has been designed and/or used successfully by: Aruna Chopre
Ben Franklin High School, Philadelphia, PA 19130

Activity # 7

Subject Area: Biology

Grade Level: 10 and 11

Title: Veterinarian

BEHAVIORAL OBJECTIVES:

6:12 The students will express attitudes favorably through behavior in their interpersonal relationship with others.

7:02 The students will demonstrate the ability to work independently and in groups to attain a goal.

*Capsule Activity Description:

The students will show development of positive attitudes to care and help sick or injured animals.

ACTIVITY

(1) Discussion in class on importance of having and taking care of pets, relation of this activity to Veterinarian. Jobs of Veterinarian in diagnostic procedures and treatment of sick and injured animals; inspecting meat and poultry before the animals are slaughtered.

(2) Students should write a report on - different types of pets (domestic, farm), what kind of food they need, what kind of love and care they need, their life cycle, different kinds of diseases, sickness, injuries they can get, how to diagnose and care for them.

(3) Have students chose their own pet, they are required to produce a weekly report on physical and practical experience with their pet.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Aruna Chopre
Ben Franklin High School, Philadelphia, PA 19130

Activity # 8

Subject Area: Biology

Grade Level: 10 & 11

Title: Microbiology

BEHAVIORAL OBJECTIVES:

3:04 The students will be able to identify the many types of work in microbiology and the characteristics of the various occupations under this field.

6:11 The students will develop education and occupational competency for the career area of their choice.

*Capsule Activity Description:

ACTIVITY

Before introducing the project activities it is necessary that the students have an awareness of several concepts, if not, areas should be explored before the activities begins. The concepts include -

(a) What are the micro-organisms!

(b) Relationship of bacteria, Virus and other microorganism to humans, plants and animals.

(1) Have students write a research paper on function of micro-organisms, role of micro-organisms in industry, waste disposal, recycling, Medicine etc. Different types of Pathogens, tissue culture etc.

(2) Invite a speaker from the Cancer Research Institute to speak on - Tissue culture, Tumor, Cancer etc.

(3) Divide the class into groups of five or six students. Ask each group to list at least one type of job available within microbiology, they should list the requirement of each job - the list of Universities, Hospitals, Research center, Medical schools, Public Health Facilities in surrounding areas.

(4) Students can write to American Society of Clinical Pathologists, 2100 W. Harrison Street, Chicago, IL 60012 to get more information and references about lab careers.

RESOURCES

Community Contacts:

Free Information:

American Society of Clinical Pathologists
2100 W. Harrison Street
Chicago, IL 60012

Other Resources:

(1) The World of Viruses by Brooks Stewart

(2) Magnificent Microbes - Dixon, Bernard

(3) The Microbes; Our Unseen Friends - Rossmore, Harold

*This activity has been designed and/or used successfully by: Aruno Chopra
Ben Franklin High School, Philadelphia, PA 19130

Activity # 9

Subject Area: Biology

Grade Level: 10

Title: The Functioning Animal

BEHAVIORAL OBJECTIVES:

3.03 The students will be able to determine the characteristics and qualifications of a variety of occupations.

*Capsule Activity Description:

Students will display their understanding of the characteristics and the qualifications of a variety of occupations in the field of medicine, allied health.

ACTIVITY

1. Students will investigate the above objective in the unit in which they are studying the structure and function of animals.
2. Students will examine the kinds of occupations that require a knowledge of the structure and function of the human body.
3. Students will research, in the library, careers that require a knowledge of the human body.
4. Students will use "VICS" (computer) to explore personal information on the qualifications and education needed for occupations which require knowledge of the structure and function of the human body.

Specifically, there will be a discussion of the following careers:

Medical Technician
X-ray Technician
Laboratory Assistant
Nurse (registered)
Practical Nurse
Operation Room Technician
Dietician
Inhalation Therapist
Paramedical
Emergency Room Technician
Ambulance Driver
Psychologist
Public Health Educator
Radiologist
Soil Scientist
Verterinarian
Zoologist
Physical Terapist
Histologic Technician
Funeral Director
Medical Librarian

RESOURCES

Community Contacts:

The class will visit Hahnemann Hospital to examine the kinds of jobs in the hospital. Students will visit the Director of Personnel.

Free Information:

The teacher will invite a panel of individuals employed in careers in the medical or allied health field.

Other Resources:

*This activity has been designed and/or used successfully by:

Andrenne Burnette
Ben Franklin High
Philadelphia, PA 19130

Activity # 10

Subject Area: Biology

Grade Level: 10

Title: Ecology

BEHAVIORAL OBJECTIVES:

4:12 The students will show awareness of the principles that are used to predict economic trends in their community, state, and nation.

*Capsule Activity Description:

Students will display their awareness of the ecological factors in the environment and the effect the biotic factors have on the economic trends in their community, state, and nation.

ACTIVITY

1. Students will examine the above objective in the unit in which they are studying the relationship of temperature, amount of rainfall, the chemicals in the air and in the water, and the growth of plants and animals.
2. Students will observe a series of slides (2x2) projected on a carousel projector. Examples could include:
    (a) a slide of the city showing a factory or building that is giving out large amount of smoke.
    (b) a slide of a river or stream clogged with oil, trash, beer cans, etc.
    (c) a slide showing the effects of strip mining on the land.
3. Students will discuss the effect of these factors on the community and the effect of pollution, waste removal, and harmful use of materials on the economy.

RESOURCES

Community Contacts

Free Information:

Materials (posters, pamphlets, and films) from the E.P.A.
0182

Other Resources:

*This activity has been designed and/or used successfully by: A. Burnette
Ben Franklin High
Philadelphia, PA 19130

Activity: 11

Subject Area: Biology

Grade Level: 10

Title: Career

BEHAVIORAL OBJECTIVES:

6:01 The students will demonstrate acquired skills and good work habits in preparing for a career.

*Capsule Activity Description:

Group reports on possible careers for the future.

ACTIVITY

Students will use work in groups of four or five persons. They will use Ebony magazine "Speaking of People" section.

Students will examine many magazines and choose pictures of persons portraying careers they would like to investigate further.

Students will complete the attached chart.

Students will prepare a poster using their imagination and pictures

RESOURCES

Community Contacts:

Free Information:

Discarded Ebony magazines. "Speaking of People" section.

Materials:

Scissors, Paste, Poster Board, Magic Markers.

*This activity has been designed and/or used successfully by: A. Burnett
Ben Franklin High
Philadelphia, PA
19130

Speaking of People

Ebony ______________________________
date

Name of occupation:

What did the person do?

Where does the person work?

What educational background does the job require?

What skills are needed to successfully do the job pictured in the magazine?

Activity # 12

Subject Area: Biology

Grade Level: 10

Title: Microscope

BEHAVIORAL OBJECTIVES:

6:09 The students will show increased proficiency in the safe use of tools, equipment, and materials needed to perform various tasks.

*Capsule Activity Description:

The students will show increased proficiency in the use of the microscope.

ACTIVITY

1. Students will set up the microscope.
2. Students will be make preliminary adjustments.
3. Students will prepare three wet mount slides, observe the specimens on the slide, and record the observations they make of the slides in their notebooks.

RESOURCES

Community Contacts:

Samples of pond water from Fairmount Park.

Free Information

Other Resources:

*This activity has been designed and/or used successfully by: A. Burnett
Ben Franklin High
Philadelphia, PA
19130

Activity # 13

Subject Area: Biology

Grade Level: 10

Title: Fairmount Park

BEHAVIORAL OBJECTIVES:

8:07 Students will exercise creativity in approaching leisure activities.

*Capsule Activity Description:

Students will use a site in Fairmount Park in the area of Art Museum to explore leisure activities related to the study of biology.

ACTIVITY

Students will plan a trip to Fairmount Park the Art Museum area.

Students will work in small groups to plan the activity they will involve themselves in during their field trip.

Students will plan a method for reporting to the class after the trip; their reporting can be in the form of snapshots, drawings, displays, booklets or posters.

RESOURCES

Community Contacts:

Leisure Activities in the Park could include:

Photography
Bird watching
Painting
Fishing
Identifying trees in the area
Identifying weeds
Boating

*This activity has been designed and/or used successfully by: A. Burnette
Ben Franklin High
Philadelphia, PA
19130

Activity # 14

Subject Area: Biology

Grade Level: 10

Title: "VICS" and You

BEHAVIORAL OBJECTIVES:

7:06 The students will refine the identification of potential career choices based on their qualifications, interests, and attitudes.

*Capsule Activity Description:

Students will use the VICS - 81 and obtain career information.

ACTIVITY

The counselor will introduce the students the use of VICS-81.

Students will have the opportunity to get information from the counselor or information on career requirements.

Students will have the opportunity to schedule a visit to VICS. Students may schedule a visit during their biology class.

Students will complete the VICS career questionnaire.

RESOURCES

Community Contacts:

Free Information:

VICS-81

Students must indicate that they have obtained a print-out from VICS. They will receive credit for having completed the VICS.

Other Resources:

*This activity has been designed and/or used successfully by: A.Burnette
Ben Franklin Hig
Philadelphia, PA
1913

Activity # 15

Subject Area: Biology

Grade Level: 10

Title: The Senses and Careers

BEHAVIORAL OBJECTIVES:

6:06 The students will display their understanding that success in different careers depends on many factors.

*Capsule Activity Description:

Students will list five senses and sense organs; students will list possible defects in the sense organs.

ACTIVITY

1. Students will list the five sense organs discussed in their biology text books.
2. The teacher and students will list some defects that could occur in the sense organs.
3. Students and teacher will generate a list of occupations that persons could be directly involved in helping persons with defects in their sense organs:

Occupations:

- Teacher, secondary education
- Teacher, handicapped
- Speech Therapist
- Speech Pathologist
- Teacher aide
- Recreation leader
- Medical record librarian
- Nurse
- Occupational therapist
- Optician, dispensing
- Optometrist
- Opthalmologist
- Pharmacist
- Physical therapist
- Physical Therapy aide
- Physician, M.D.
- Podiatrist
- Psychiatrist
- Audiologist
- Engineer

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: A. Burnette
Ben Franklin High
Philadelphia, PA
19130

Activity #16

Subject Area: Biology

Grade Level: 10

Title: The Muscles

BEHAVIORAL OBJECTIVES:

5:04 The students will display recognition that decision making involves some risk taking.

*Capsule Activity Description:

Students in a biology class studying the characteristics of muscle cells will generate a list of occupations related to muscles or injury of diseases of the muscles.

ACTIVITY

1. Students will complete a chart describing characteristics of muscle cells (Chart attached)

2. Examine slides of muscle cells.

3. Generate a list of occupations where people are involved in muscles:

   Occupations (suggested by students)

   Medical doctor
   Chiropractor
   Coach
   Athletic Trainer
   Orthopedic Surgeon
   Physical Therapist
   Occupational Therapist
   Psychiatrist
   Electrocardiograph Technician
   Occupational Therapy Aide
   Osteopathic Physician

RESOURCES

Community contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used usccessfully by:

A. Burnette
Ben Franklin High
Philadelphia, PA 19130

COMPLETE THE FOLLOWING CHART:

CHARACTERISTICS OF MUSCLE CELLS

	Striated or Smooth	Voluntary or Involuntary	Speed of Contraction	Location of Cells
SKELETAL				
VISCERAL				
CARDIAC				

Activity # 17

Subject Area: Biology

Grade Level: 10

Title: People Who Work in Science

BEHAVIORAL OBJECTIVES:

3:03 The students will be able to determine the characteristics and qualifications of a variety of occupations

*Capsule Activity Description:

Students will view filmstrip and listen to tape:

People Who Work in Science
Career Discoveries
Guidance Associates 1972

ACTIVITY

Students will view the filmstrip Ocean Life Scientist - 7 minutes

1. Previewing activities - Finding out about the world of work.
   a. Write the names of a variety of occupations.
   b. What qualities do people need for these occupations?
   c. How can people prepare for these occupations?
2. View Filmstrip.
3. Post filmstrip discussion:

   Discuss questions in previewing activities in relation to ocean life scientist. Have students write a story for the newspaper concerning their life as an ocean life scientist in the North Sea.

RESOURCES

Community Contacts:

Free Information:

0098
0174
0100

Other Resources:

*This activity has been designed and/or used successfully by: A. Burnette
Ben Franklin High
Philadelphia, PA
19130

Activity #18

Subject Area: Business Education/
English

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

2.08 The students will demonstrate their learning of how to make educational choices.

2.10 the students will identify skills acquired in school that are relevant to selected occupations.

*Capsule Activity Description:

The students will develop, in written form, the relationship of English to office occupations.

ACTIVITY

The teacher plans to have students visit an employment agency to become familiar with skill tests in typing and shorthand. A stenographer or other clerical person can be invited to speak to the class.

The students report on job opportunities that are listed in the classified section of the newspaper. Each student plans a high school program that will lead to a career in business and office occupations. The class compiles a list of the business career choices open to the student who has mastered stenography.

Each student develops a written paper on the need for English skills in office occupations.

The teacher observes each student's participation in the discussion with guest speaker and evaluates papers.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

- Guest speaker
- Career center
- Employment agencies

*This activity has been designed and/or used successfully by

California State Department of Education, Sacramento, CA 1977. Implementing Career Education INstructional Strategies Guide for Kindergarten Through Grade Twelve.

Activity # 19

Subject Area: Note-typing

Grade Level: High School

Title: "Increasing Typing Speed on
Career Material"

BEHAVIORAL OBJECTIVES:

5.10: The students will experience the setting of individual goals.

6.09: The students will show increased proficiency in the safe use of tools, equipment and materials needed to perform various tasks.

*Capsule Activity Description:

Students will type two three-minute timed writing on careers, review and set goals and take two five-minute tests.

ACTIVITY (one class period 45 minutes)

Students will warm up, typing alphabet three times and three alphabetic sentences form Progressive Typewriting Speed Practice, Hansen/Skaff, 4th edition, page 10.

Students will take two three-minute timed writing on "Careers," under direction of teacher. Students proof read and compute speeds, then practice sentences with errors. Teacher leads discussion of realistic goal-setting based on either increased speed or increased accuracy. Students select individual goals, marking papers accordingly.

Teacher gives two five-minute timed writings from selected material on pages 21 and 22, very easy, easy or normal material. Students proof read, circle and analyze errors and compute speed.

Teacher leads discussion of goal attainment. Were goals reached? Were they realistic? During remaining class time, discuss the material typed on "Careers."

RESOURCES

Community Contacts:

Typewriter manfacturing companies, Business Advisory Board

Free Information:

Magazines, career information booklets, occupational index, VICS Computer, Occupational Outlook Handbook

Other Resources:

Typing textbooks, booklets on care of typewriters

---

*This activity has been designed and.or used successfully by Marion Mehlman
Ben Franklin High School, Philadelphia, PA 19130

Activity # 20

Subject Area: Note-typing

Grade Level: High School

Title: "Skills and Education for Occuaptions"

BEHAVIORAL OBJECTIVES:

2.02: The students will demonstrate their acquirement of a vocabulary for educational planning.

2.04: The students will demonstrate their understanding of the need for continuing education in a changing world.

2.10: The students will identify skills acquired in school that are relevant to selected occupations.

*Capsule Activity Description:

Students become familiar with selected occupational choices and careers and see a demonstration of group activity.

ACTIVITY (part one of five parts, one class period, 45 minutes)

Teacher dictates selected vocabulary words of occupations and career choices as students write dictated material in Stenoscript. (from contents in Timed Writings About Careers, Fries, South-Western Publishing Company.) Students read back and spell difficult words in Stenoscript and English.

Students select one of the occupations or careers from the dictated material, then give the choices aloud as called on. Each student must select a different occupation on career. In case of duplication, teacher assigns one.

Teacher discusses the plan to break up into small groups and "brainstorm" ideas and information about the chosen occupations or careers, on the following:

a. Education and skills needed for the occupation or career.
b. How the present high school program is or is not preparing them for the occupation or career.

Three students act as a demonstration group under the direction of the teacher. Students select one member of the group as the reporter, but all students take notes of the discussion, useing Stenoscript. Teacher helps to get the "brainstorming" started byasking questions and giving examples. For instance, each student should announce his choice of occupation or career. Suppose one selected "Pharmacist." Is college required? How many years? What type of college? Is study required after college? What skills are needed? What type of person should go into this type of career? Is a knowledge of business required?

Teacher explains that the group continues with each career or occupation. Then a demonstration is given on how a report of the group findings is given to the entire class.

HOMEWORK: Check the daily newspapers for want-ads on the career or occupation selected. Bring in the ads and be prepared to discuss vocabulary and other information.

RESOURCES

Community Contacts:

Businesses in the community which employ persons in the occupations or careers chosen. Business Advisory Committee.

Free Information:

Libraries, magazines, newspapers, VICS computer, Occupational Outlook Handbook, Occupational Index

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Other Resources:

Textbooks:	Timed Writings Abour CAreers, Fries, South-Western Publishing Company
	Business Education textbooks on careers.

*This activity has been designed and.or used successfully by: Marion Mehlman
Ben Franklin High School, Philadelphia, PA 19130

Activity # 21

Subject Area: Note-typing

Grade Level: High School

Title: "Skills and Education for Occupations"

BEHAVIORAL OBJECTIVES:

2.01: The students will give evidence of their understanding of the inter-relationship between education and work.

2.04: The students will demonstrate their understanding of the need for continuing education in a changing world.

2.05: The students will show their recognition of the role of education in career and life goals.

2.09: The students will show realization that continual learning is a part of life and career adjustment.

*Capsule Activity Description:

Students brainstrom about occupational choices and careers for ideas on educaional preparation and skills required.

ACTIVITY (part two of five parts, one class period, 45 minutes)

Teacher calls on three or four students to read information from want-ads from the newspaper on their selected occupations or careers, as the rest of the class takes notes in Stenoscript. As students read back dictated material, teacher reviews spelling of vocabularly words associated with each job.

Teacher arranges small groups of three or four students each, to brainstorm skills an education needed for occupations or careers selected by each person in the group. Remind class that each person si to take notes in Stenoscript, but one person in the group will report to the class. Allow 15 minutes for this activity. Teacher circulates and helps keep the discussion moving.

At the end of the allotted time, one report is give. A second person from the group is asked to set up columns for each of the occupations to be discussed, on the board. As the reporter discusses the ideas of the group, the second perosn lists the skills and education required under each heading. Teacher asks leading questions to help the reporter. Other members of the class may also be called on to give additional ideas.

Students then copy the charts on the board and are asked to write the words in Stenoscript for homework.

RESOURCES

Community Contacts:

Chamber of Commerce, Business Advisory Committee, Local businesses

Free Information:

Library, magazines newspapers, Occupaitonal Handbook, VICS Computer
Occupational Outlook Handbook

Other Resources:

Business education textbooks and pamphlets on careers.

*This activity has been designed and/or used successfully by: Marion Mehlman
Ben Franklin High School, Philadelphia, PA 19130

Activity # 22

Subject Area: Note-typing

Title: "Skills and Education for Occupations"

Grade Level: High School

BEHAVIORAL OBJECTIVES:

2.12: The students will show understanding of the different types of educational preparation that are necessary for various careers.

2.14: The students will evaluate their progress toward tentative career goals and assess ther suitability.

3.02: The students will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

Teacher dictates selected paragraphs on two of the occupations reviewed in the last lesson, from Timed Writings About Careers, Fries, South-Western Publishing Company. Students read back notes and review vocabulary and spelling.

Teacher calls on another group to give thier report.

ACTIVITY (part three of five parts, one class period, 45 minutes)

Students take dictation on material relating to the occupations reviewed in the last lesson, then read back notes and spell vocabulary in Stenoscript and English.

Another group gives its report on skills and occupations needed for selected occupations and careers. This time the second person from the group writes selected vocabulary words from the report on the board in English and Stenoscript. Other students correct if necessary and the teacher reviews with the class.

The same procedure is followed with third group.

Teacher leads a discussion on the similarities and differences in skills and education needed for the occupations and careers discussed so far.

HOMEWORK: Study vocabulary words and spelling for all occupations and careers discussed to this point. Be prepared for a quiz.

RESOURCES

Community Contacts:

Community college, Temple University, Local businesses, Business Advisory Committee

Free Information:

Libraries, newspapers, magazines, educational journals
VICS computer, Occupational Outlook Handbook, Occupational Index

Other Resources:

Textbooks from Business Education on Careers

*This activity has been designed and/or used successfully by: Marion Mehlman
Ben Franklin High School, Philadelphia, PA 19130

Activity # 23

Subject Area: Note-typing

Grade Level: High School

Title: "Skills and Education for Occupations"

BEHAVIORAL OBJECTIVES:

3.08: The students will become familiar with job opportunities as related to social and economic trends in their geographic area.

3.09: The students will evaluate employment opportunities in their career areas based on local, reginal and national trends.

3.14: The students will identify the immediate steps necessary following high school to gain entrance into their chosen careers.

3.15: The students will speficy the detailed characteristics of their chosen fields.

*Capsule Activity Description:

Students do production typing of information on their chosen occupations or careers from Timed Writings About Careers, Fries, South-Western Publishing Company, and give oral reports on employment opportunities in this city.

ACTIVITY (part four of five parts, one class period, 45 minutes)

Teacher dictates 20 vocabulary words on occupations and careers discussed in parts one, two and three. Students write in Stenoscript, then in English.

Two students each give a report of their want ads on their selected occupations or careers, while rest of the class takes notes. Discuss any new ideas presented.

Students do production typing for 15 minutes on the chapter discussing their selected occupations or careers from Timed Wtitings About Careers. Proof read, circle errors.

For remainder of period, students begin wriring a short composition on the employment opportunities in the selected occupation or career, from the information discussed and read to this point. The composition is to be finished for homework.

RESOURCES

Community Contacts:

Newspaper offices, manufacturing businesses, local businesses, Business Advisory Committee

Free Information:

Newspaper offices, libraries(school and public), magazines, Business education periodicals, Occupational Outlook Handbook, VICS Computer, Occupational Index, Yellow pages.

Other Resources:

Textbooks in Business Education Office on Careers

*This activity has been designed and/or used successfully by Marion Mehlman Ben Franklin High School, Philadelphia, PA 19130

Activity # 24

Subject Area: Note-typing

Grade Level: High School

Title: "Shills and Education for Occupations"

BEHAVIORAL OBJECTIVES:

3.20: The students will analyze the relationship between job requirements and their personal and professional goals.

4.06: The students will show realization that wages should not be the sole basis for career choice.

5.01: The students will demonstrate and show development of a vocabulary for identifying and stating personal goals.

5.07: The students will show recogintion of the need for making a meaningful career choice.

*Capsule Activity Description:

Students finish oral group reports on selected occupations and careers, then make a personal career choice based on analysis and comparision of the various group reports.

ACTIVITY (part five of five parts, one class period, 45 minutes)

Two or three volunteers read compositions on employment opportunities from homework. Teacher leads discussion on importance of making career choices wisely, economic factors and future opportunities.

Final group reports by student reporters. Second perosn from each group writes occupations or career on board and lists new vocabulary, skills and education required.

Teacher leads discussion of factors to consider in making wise career choices.

Students type a short paragraph beginning, "Based on our classwork druing the last five lessons, I hope to prepare for a career in (choice of occupation or career) because..."

Homework: Study and review all vocabulary disucssed in this unit.

RESOURCES

Community Contacts:

Local businesses, bank, insurance companies and manufacturing commpanies.

Free Information:

Newspapers, magazines, occupational handbook, libraries.
Occupational Outlook Handbook
Occupational Index
Yellow pages
VICS computer

Other Resources:

Career Planning Workshop booklet
Selected Business Education texts and pamphlets.

This activity has been designed and/or used successfully by: Marion Mehlman
Ben Franklin High School, Philadelphia, PA 19130

Activity #25

Subject Area: Note-typing

Geade Level: High School

Title: "Preparing and Typing a Resume and a
Letter of Application"

BEHAVIORAL OBJECTIVES:

7.04: The students will show understanding of the requirements and values of supervision.

7.08: The students will complete actual job-seeking tasks, such as completing and preparing a resume and writing a letter of application.

7.09: The students will demonstrate acquired skills, good work habits and basic attitudes needed for success in maintaining a career.

*Capsule Activity Description:

Students learn to type on lines, type a personal data sheet and prepare for typing a complete personal resume.

ACTIVITY (part 1 of three parts, one class period (45)

Teacher dictates vocabulary words relating to personal data sheet and resume. Students wirte words in Stenoscript, read back and review outlines.

Teacher leads discussion on why each part of resume is important, as he lists each part on the board. Teacher stresses neatness, clarity and completeness.

Students learn technique of typing on lines on duplicated resume form. Teacher gives instructions for each section, then class types each part as a group, omitting information not available. Teacher circulates and helps individual students as typing progresses.

Discussion of references, types of persons to use (not relatives) and the importance of getting permission from the persons whose names will be used.

Students proof read typed resume form as teacher reviews all parts. Students are to bring in all information necessary to complete a resume in full, without lines, which will be part of class work for the next day.

Teacher emphasizes the value of taking a completed personal data sheet or resume when making application for employment.

RESOURCES

Community Contacts:

Business Advisory committee, local businesses, parents and relatives

Free Information:

School lirbaries, newspapers, magazines, educational journals
Occupational Outlook Handbook

Other Resources:

101 Typing Timed Writings, 3rd edition, Thompson, Publisher: South-Western Publishing Co., Career Planning Workshop Materials, School District of Philadelphia, Textbooks from Business Education, Business Education periodicals

*This activity has been designed and/or used successfully by: Marion Mehlman
Ben Franklin High School, Philadelphia, PA 19130

Activity # 26

Subject Area: Note-typing

Grade Level: High School

Title: "Preparing and Typing a Resume and a letter of application"

BEHAVIORAL OBJECTIVES:

7.01: The students will show recognition of the implications of working independently and working with others.

7.08: The students will complete actual job-seeking tasks, such as completing and typing a resume and writing a letter of application for employment.

8.01: The students will show development of positive attitudes toward employment.

*Capsule Activity Description:

Students will type a complete personal resume and will write a short letter of application for employment.

ACTIVITY (part two of three parts, one class period, (45 minutes)

First 20 minutes of period:

Teacher reviews sample resume on page 112 of text, 101 Typewriting Timed Writings, Thompson, 3rd edition, South-Western Publishing Co.

Students type complete personal resume from information brought in as a homework assignment and form the personal data sheet typed last class period. Teacher circulates and gives assistance where necessary.

Students proof read and make necessary corrections.

Second 20 minutes of period:

Students take dictation of two letters of application for employment. Students read Stenoscript notes aloud, review vocabulary and discuss important parts of letters. Each letter mentions the enclosure of a resume.

Teacher shows transparencies of two finished letters on overhead projector, one short and one medium length.

Students write a short letter of application in Stenoscript. Teacher circulates and gives incouragement where needed.

Homework: Select a want-ad from the newspaper and write a medium letter of application in Stenoscript. Be prepared to read both short letter written in class and medium letter from homework.

RESOURCES

Community Contacts:

Local businesses, business advisory committee

Free Information:

Want-ads in newspaper, school library and public library, magazines, educational journals

Other Resources:

101 Typewriting Timed Writings, 3rd edition, Thompson, South-Western Publishing Co., career planning workshop materials, school district of Philadelphia, Textbooks form business education, business education periodicals

*This activity has been designed and/or used successfully by: Marion Mehlman
Ben Franklin High School, Philadelphia, PA 19130

Activity # 27

Subject Area: Note-typing

Grade Level: High School

Title: "Preparing and Typing a Resume
and a letter of application"

BEHAVIORAL OBJECTIVES:

7.08: The students will complete actual job-seeking tasks, such as completing and typing a letter of application for employment.

7.09: The students will demonstrate acquired skills, good work habits and basic attitudes needed for success in maintaining a career.

8.01: The students will show development of positive attitudes toward employment.

*Capsule Activity Description:

The students will read application letters from Stenoscript notes in homework, review basic parts of employment letters and type a medium letter of application for employment.

ACTIVITY (part three of three parts, one class period 45 minutes)

Teacher selects student to write list of basic parts of employment letter on board:

1. Purpose of letter
2. Training for the job
3. Personal qualifications
4. References mentioned
5. Ask for interview

Teacher calls on students to read application letters from homework notes. Student at board checks each basic part on the board as letters are read. Students comment and discuss letters as they are read.

Teacher reviews rules for typing a medium letter, using a demonstration chart.

Students spend most of period typing letters of application, proof reading and making necessaru corrections. Teacjer circulates and gives assistance. When medium letter is completed, students will type a short letter from last class period. All work is collected at the end of the period for grading.

RESOURCES

Community Contacts:

Local businesses, Business Advisory Committee

Free Information:

Want-ads in newspaper, school library and public library, magazines, educational journals

Other Resources:

101 Typewriting Timed Writings, 3rd edition, Thompson, South-Western Publishing Company, career planning workshop materials, School District of Philadelphia, Textbooks from business education, business education periodicals.

*This activity has been designed and/or used successfully by: Marion Mehlman, Ben Franklin High School, Philadelphia, PA 19130

Activity # 28

Subject Area: Note-typing

Grade Level: High School

Title: "Typing-related Occupations"

BEHAVIORAL OBJECTIVES:

2.10: The students will identify skills acquired in school that are relevant to selected occupations.

2.12: The students will show understanding of the different types of educational preparation that are necessary for various careers.

*Capsule Activity Description:

Students will match skilld with carious occupations and identify necessary educational preparation.

ACTIVITY (one class period 45 minutes)

Teacher dictates a variety of skills and occupations related to typing as students write in shorthand.

Studentd read dictated material and spell difficult words in Stenoscript. Teacher leads discussion of skills needed for selected occupations. Students are asked to write a short paragraph in Stenoscript discussing educational preparation necessary for selected typing careers. at the end of ten minutes, the teacher calls on students to read the paragraph to the class while the rest of the class takes notes in shorthand. The last ten minutes of the period, the teacher requests students to type either the paragraph written by the student himself or one dictated by another class member. Students proof read and mark corrections of typed material.

HOMEWORK: Select a typing-related occupation from want-ads in the newspaper. Write a paragraph in Stenoscript about the occupation using information in the want-ad. Be prepared to read and dictate it in class tomarrow.

RESOURCES:

Community Contacts:

Local banks, insurance companies, manufacturing firms which employ high school graduates. Regional Library, Newspaper Office.

Free Information:

Career information booklets, Occupational Index, Library, Newspapers Yellow pages, Occupational Outlook Handbook, VICS Computer

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Other Resources:

Textbooks on careers and guidance,
Text, You and Your Job, Blackledge et al, South-Western Publishing Co.

*This activity has been designed and/or used successfully by: Marion Mehlman
Ben Franklin High School, Philadelphia, PA 19130

Activity # 29

Subject Area: Chemistry

Grade Level: 11

Title: Speaker-(Lasers)

BEHAVIORAL OBJECTIVES:

6.04 The students will recognize the materials, processes and tools of occupational clusters.

6.06 The students will display their understanding that success in different careers depends on many factors.

*Capsule Activity Description:

An outside speaker to lecture on new findings in Science and related occupations.

ACTIVITY

A speaker lectures on a specific aspect of science. In addition to lecture, he also talks about educational requirements and job opportunties.

Specifically we had a speaker from Drexel who lectured on Lasers. He explained Lasers, demonstrated two or three of its uses, and discussed practical applications.

He discussed job opportunities and educational requirements.

RESOURCES

Community Contacts:

"Franklin Institute" Free lectures
American Chemical Society-speakers (free)

Free Information:

Other Resources:

Local colleges and universities

*This activity has been designed and/or used successfully by: F. L. Conway
Ben Franklin High School, Philadelphia,PA 19130

Activity # 30

Subject Area: Chemistry

Grade Level: 11

Title: Career Goals

BEHAVIORAL OBJECTIVES:

2.14 The students will evaluate their progress toward tentative career goals and assess their suitability.

2.12 The student will show understanding of different types of educational preparation that are necessary for various careers.

*Capsule Activity Description:

Each student will write a description of the occupation he will pursue as an adult, and answer the question, "Is the study of high school Chemistry necessary for this occupation?"

ACTIVITY

The purpose of this lesson is to show many of the students who do not like chemistry or do not understand it, that it is required for many of their desired occupations. As a break from the normal chemistry class, students with the same type of occupation could "role play" applying for a job.

Many students would find out that chemistry is necessary for their future and others may find that it is not necessary and they should spend their time some place else.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

VIC-computer terminal

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* This activity has been designed and/or used successfully by: F. L. Conway, Ben Franklin High School, Philadelphia, PA 19030

Activity # 31

Subject Area: Chemistry

Grade Level: 11

Title: Titration

BEHAVIORAL OBJECTIVES:

6.01 The students will demonstrate acquired skills and good work habits in preparing for a career.

6.09 The students will show increased proficiency in the safe use of tools, equipment and materials needed to perform various tasks.

*Capsule Activity Description:

Each student will do three titrations of various household acids and base.

ACTIVITY (three lab periods)

Each student will do three separate titrations, using a buret. Students first learn the care and use of a buret. They then learn to add base (M_aOH) from the buret to a household acid (vinegar) until an end point is reached. (Phenolphtphaleir used as an indicator turns red). Calculations are explained and done to get the percentage of acid.

This type lab is repeated three times. The second time with toilet bowl cleaner and then with drain cleaner. By the end of the third lab, a student has an idea about how to use the buret and is beginning to realize his ability or inability to do repetitious work.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and /or used successfully by: F. Conway
Ben Franklin High School, Philadelphia, PA 19030

Activity # 32

Subject Area: Chemistry

Grade Level: 11

Title: Laboratory Work

BEHAVIORAL OBJECTIVES:

1.16 The students will be able to explain the need for positive relationship between themselves and others to perform a job.

7.01 The students will show recognition of the implications of working independently and working with others.

7.02 The students will demonstrate the ability to work independently and in groups to attain a goal.

*Capsule Activity Description:

Students will do a required lab experiment once a week, that is related to classroom work.

ACTIVITY (double period-100 minutes)

Each week, students do one lab experiment. They work with a partner. Frequently the same one, but as absences occur, partners change.

Students must be able to read the lab instructions and follow the wirtten directions. After a brief description by the teacher, students work together to assemble the lab, work through the lab, and independently complete a lab report.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Chemistry Lab Book, Published by major publisher who print Chemistry text book. Amoco, Silver Burdett

*This activity has been designed and/or used successfully by: F. L. Conway
Ben Franjlin High School, Philadelphia, PA 19030

Activity # 33

Subject Area: Chemistry

Grade Level: 11

Title: Job Titles

BEHAVIORAL OBJECTIVES:

2.14 The students will evaluate thier progress toward tentative career goals and assess their suitability

3.20 The students will analyze the relationship between job requirements and their personal and professional goals.

*Capsule Activity Description:

Each student will look up 10 occupations related to science. They must find educational requirements, salary range, and job responsibilities and skills.

ACTIVITY

Each student will pick one of their 10 occupations to report on to the class. They should pick the one that is of greatest interest to them. After a report of then occupations, the class will discuss the occupations. They will examine the skills and education needed and decide which ones are post-high school occupation, which require further training or education and whihc one they are interested in.

RESOURCES

Community Contacts:

Penna. State Employment Agency

Free Information:

VICS-Computer terminal.

Other Resources:

*This activity has been designed and/or used successfully by: F. Conway

Ben Franklin High School, Philadelphia, PA 19030

Activity #34

Subject Area: Chemistry

Grade Level: 11

Title: Graph

BEHAVIORAL OBJECTIVES:

6.01 The students will demonstrate acquired skills and good work habits in preparing for a career.

6.06 The students will display their understanding that success in different careers depends on many factors.

*Capsule Activity Description:

Class will draw a graph based on lab experience and then evaluate different graphs.

ACTIVITY

The class will determine the melting point of a pure substance. Once the temperatures of melting substance are determined, the information is used to make a graph.

The mechanics of making a graph are explained and demonstrated. Students prepare a chart from their results. Then other graphs are shown and evaluated.

Once the first graph is done, other labs will have their results graphically illustrated.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: F. L. Conway
Ben Franklin High School, Philadelphia, PA 19030

Activity # 35

Subject Area: Chemistry

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES:

1.06: The students will display the understanding that each student is unique and special.

2.03: The students will show awareness of multiplicity of skills and knowledge in education.

*Capsule Activity Description:

The students will apply the gas laws to a physiological system in an experimental situation.

ACTIVITY:

The teacher plans to discuss the following: (1) Boyle's law as it is applied to respiration: (2) Charles' law as it is applied to the need to warm inhaled air before it can enter the blood efficiently: and (3) Dalton's law of partial pressure as it is applied to (a) the amount of available oxygen in air; (b) the ratio of exhaled to inhaled oxygen in the average lung: and (c) the physical basis for the effect of air pollution through its partial pressure on the amount of available oxygen.

An inhalation therapist will be invited to address the class, and the class will go on a field trip to the physical therapy department of a clinic or hospital.

The students work on topics such as the difference in atmospheric pressure at different altitudes, and the lung capacity variations with age and sex. If a spirometer is available, it can be used for experiments.

The students take a test on the material covered in the unit.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

Morrison, T.F., and Others. Human Physiology, New York: Holt, Rinehart & Winston, Inc., 1972.

O'Connor, R.F. Chemical Principles and Their Biological Implications. New York: John Wiley & Sons, Inc., 1974.

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 36

Subject Area: Chemistry

Grade Level: 11

Title: "Commitment to Safety"

BEHAVIORAL OBJECTIVES:

2.10 The students will identify skills acquired in school that are relevant to selected occupations.

3.10 The students will show awareness that people do different things at their work.

Capsule Activity Description:

Class views film "Commitment to Safety", which demonstrates the steps that a soap company must go through to insure a safe product.

ACTIVITY

The class views the film which demonstrates different technical occupations tht are needed in the detergent industry. After the film the class will discuss the different occupations shown, the educational requirements, skill and training requirements, and advancement possibilities.

RESOURCES

Community Contacts:

Free Information:

"Commitment to Safety" Soap and Detergent Association (Modern Talking Films)

Other Resources:

*This activity has been designed and/or used successfully by:
F. L. Conway, Ben Franklin High School, Philadelphia, PA 19130

Activity #37

Subject Area: Chemistry

Grade Level: 11

Title: Presentation of Demonstration

BEHAVIORAL OBJECTIVES: Self-Awareness

1.08: The students will show acceptance of themselves, each as a unique person.

1.05: The student will give evidence of development of tolerance and flexibility in interpersonal relationships.

*Capsule Activity Description:

Each student will prepare a demonstration experiment for the class. It is to be given by each student during the class. The presentation should be ten minutes in length.

ACTIVITY (ten minutes for class and about one to two hours per individual students)

All students should be informed at the beginning of the year that they will be expected to give a ten minute demonstration during the year. Each demonstration will have to be set-up (prepared), demonstrated and explained by the student. The teacher will give the student guidance and suggestions before the day that it is to be demonstrated. It could be set up and tested before the class; possibly in a lab period before the demonstration.

The class would be responsible for information from demonstrations.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

"Tested Demonstration" -- Herbert Aylea.

textbook -- "Interdisciplanary Approach Committee"

*This activity has been designed and/or used successfully by: F. L. Conway
Ben Franklin High School, Philadelphia, PA 19130

Activity # 38

Subject Area: Chemistry

Grade Level: 11

Title: Lab Visitation

BEHAVIORAL OBJECTIVES:

2.03 The students will show awareness of multiplicity of skills and knowledge in education.

2.10 The students will identify skills acquired in shcool that are relevant to selected occupations.

2.14 The students will evaluate their progress toward tentative career goals and assess their suitability.

*Capsule Activity Description:

Trip to Pharmaceutical Company (Smith, Kline, and French) to view research laboratories and packaging facilities.

ACTIVITY (2.5 Hours)

Class will have a tour of plant. The tour groups should be in small groups (no more than 10). Each group will see packaging plant and research division.

After tour class discusses what was seen, who did what kind of job, and what education and skills are needed to get the job.

RESOURCES

Community Contacts:

Smith, Kline, and French
15th and Spring Garden Streets
Philadelphia, PA

Any laboratory that will allow a group of students to tour.

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: F.L. Conway
Ben Franklin High School, Philadelphia, PA 19130

Activity # 39

Subject Area: English

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES

2.10: The students will identify skills acquired in school that are relevant to selected occupations.

*Capsule Activity Description

The students will increase their own reading speed and will be able to list at least six occupations for which rapid reading would be an asset.

ACTIVITY

The teacher plans to include in each day's lesson one or more timed readings. Emphasis should be placed on having the students increase the number of words they can read at a single glance. The teacher should demonstrate how to avoid poor reading habits. Representatives from those occupations in which rapid reading is an asset can be invited to address the class.

The students compile a list of occupations for which rapid reading is an asset: e.g., legal secretary, newspaper proofreader, lawyer, judge, English teacher, and manuscript reader. From this list each student selects one occupation and describes either orally or in written form the specific ways rapid reading is important in that occupation.

The class should spend at least one week concentrating on increasing reading rates.

The students take reading rate tests before and after the reading exercises.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Guest Speakers
Rapid reading kits(tachistoscopes and rate meters)

*This activity has been designed and/or used successfully by CA State Dept. of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 40

Subject Area: English

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES

2.05: The students will show their recognition of the role of education in career and life goals.

2.12: The students will show understanding of the different types of educational preparation that are necessary for various careers.

3.02: The students will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description

The students will each select one of Mark Twain's occupations and will research that occupation and its current equivalent.

ACTIVITY

The teacher plans to describe Mark Twain's life and his various occupations by lecture and selected readings.

The class is divided into 12 sections; each section selects one of Twain's occupations to explore, including its past and present forms. The group discusses Twain's pursuance of that job, his job training, his family's influence and the usefulness of the job to him and society.

Each group presents its material to the class in a panel discussion. There will be an emphasis on describing the current occupation, the training needed, the differences today as opposed to 60 years ago, and the value of that occupation to society.

The students take a pre-test and a post-test on the unit.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Social studies teacher, library and career center materials.

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*This activity has been designed and/or used successfully by CA State Dept. of Education, Sacramento, CA 1977. Implementing Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 41

Subject Area: English

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES:

1.03: The students will display aqareness that development of self is constantly changing.

1.05: The students will give evidence of the development of tolerance and flexibility in interpersonal relationships.

5.04: The students will show their knowledge that external factors affect the decision-making process.

*Capsule Activity Description

The students will be able to analyze the outside forces that mold personality, values, decision-making processes and interpersonal relationships.

ACTIVITY

The students are to reflect on terms such as values and goals. They should discuss their own values and those of their parents and of society. They can discuss how society's values are changing. The teacher can describe the values of individual characters in selected literacy works, motion pictures or television programs. A bulletin board display of various life-styles can be prepared.

The students complete a questionnaire on values and attitudes. They write about or participate in discussions on (1) their values and those of others; (2) how and why they make decisions; and (3) understanding self and others. Each student reports on one of the problems teenagers face. These problems include the generation gap, the use of drugs and alcohol, prejudice, consumer awareness, pollution, citizenship, sex roles and the like.

The students evaluate their own level of awareness concerning values, decision-making problems and understanding self and others. They also evaluate their increased awareness of outside factors that influence decision making. The teacher evaluates each student's oral report to the class.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Librarian, counselor, articles in magazines and newspapers relating to values, decision making and understanding of self and others.

*This activity has been designed and/or used successfully by:

*This activity has been designed and/or used successfully by:

CA State Dept. of Education, Sacramento, CA 1977. Implementing Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 42

Subject Area: Language Arts

Grade Level: 9 - 12

Title: Exploring Qualifications Needed for Career Success

BEHAVIORAL OBJECTIVES:

2.01: The students will give evidence of their understanding of the interrelationship between education and work.

3.02: The students will display their understanding of the variety and complexity of occupations and careers.

3.03: The students will be able to determine the characteristics and qualifications of a variety of occupations.

7.09: The students will demonstrate acquired skills, good work habits and basic attitudes needed for success in maintaining a career.

*Capsule Activity Description:

Students will examine important qualifications necessary to insure a successful career.

ACTIVITY (one class period)

1. Have students discuss and enumerate the educational preparation needed to qualify for six jobs or vocational careers advertised in the help wanted advertisement section of a newspaper.

2. Have students discuss and enumerate the personal characteristics that an employee must have to do be happy and successful in each of the six jobs.

3. Have students discuss and enumerate the work ethics that employees must employ to be successful in each of the six jobs.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Newspaper classified help wanted ads

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*This activity has been designed and/or used successfully by: Margaret Barnes Villanova Teacher Corps Intern, Villanova University, Villanova, PA 19085

Activity # 43

Subject Area: CAreer Guidance/Language Arts

Title: Career Awareness Through Newspaper
Classified Advertisements

BEHAVIORAL OBJECTIVES:

3.02: Students will display understanding of the variety and complexity of occupations and careers.

3.03: Students will be able to determine the characteristics and qualifications of many occupations.

3.08: Students will become familiar with job opportunities as related to social and economic trends in their geographic area.

3.09: Students will evaluate employment opportunities in their career areas based on local, regional and national trends.

*Capsule Activity Description:

Students will gain information about vocational careers by reviewing advertisements for employees appearing in newspapers.

ACTIVITY (one class period)

Have students review newspaper classified ad sections for available jobs and come to class prepared to discuss the local employment situation as it pertains to:

1. The number of jobs available.
2. What kind of economic picture is represented?
3. Do ads reflect an employer's market with more jobs than people to fill them, or an employee's market, with fewer jobs than applicants or an equal balance? Explain fully.
4. Are professional, industrial, domestic service and construction employees in equal demand?
5. How do you explain the patterns shown--type of market, type of employees wanted, etc.? In forming your answers consider the overall economic situation locally and nationally, the social climate, economic trends, etc.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Classified Ad section of newspaper.

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*This activity has been designed and/or used successfully by: Margaret Barnes
Villanova University Teacher Corps Intern, Villanova University, Villanova, PA 19085

Activity # 44

Subject Area: Language Arts

Grade Level: to 12

Title: Resume Preparation

BEHAVIORAL OBJECTIVES:

7.08 The students will demonstrate communication, writing and research skills appropriate for career placement by completing job application forms, preparing letters of application and preparing resumes

*Capsule Activity Description:

Students will learn to write educational and vocational resumes for job applications

ACTIVITY (Two class periods)

1- Discuss with students the need for educational and vocational resumes when applying for jobs.
2- Have students assemble information about their personal career backgrounds.
3- Have students read background material on how to resumes, such as Kate Turabians's Manual.
4- Have students transcribe assembled career information into resume form as recommended or any acceptable text or authority.

RESOURCES

Community Contacts:

Free Information:

Kate Turabian's Manual

Other Resources:

*This activity has been designed and/or used successfully by: Margaret Barnes Villanova University, Teacher Corps, Graduate Intern, Villanova PA 19085

Activity # 45

Subject Area: Language Arts

Grade Level: EMR 9-10

Title: "Comparison Shopping"

BEHAVIORAL OBJECTVIES:

4.02: The students will demonstrate acquisition of basic money management skills.

4.03: The students will demonstrate acquisition of consumer skills.

*Capsule Activity Description:

Students develop skill in the categorizing, labeling and pricing of food products by doing this activity.

ACTIVITY

Students will be able to place various food items in their correct category.

Using advertisements and coupons for three (3) supermarkets, students will be able to compare prices for a given list of foods and consequently select the market which provides the best quality at the lowest prices.

Alphabetize food list (A).

List prices from three (3) supermarkets.

Make a food collage and list foods that are pictured.

Complete fill-in worksheet (b).

Pre Test

Identify food pictures.
Categorize food pictures.
Spell words from food list.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Attached Worksheets

*This activity has been designed and/or used successfully by: Doreen Wimberly
Furness Junior High School, Philadelphia, PA 19130
Philadelphia School District

FOOD LIST A

Place these words in alphabetical order. (ABC...)

1. hamburger
2. apples
3. cabbage
4. eggs
5. turkey
6. spinach
7. milk
8. carrots
9. ham
10. pears

Unscramble the following words:

sgenora

kaets

nolmewaetr

ttuber

efbe

psetotao

FOOD LIST B

Using the word list below fill in the blanks.

1. In what group of food does hamburger belong? ____________________
2. Vegetables are grown by the ____________________.
3. Cows give us ____________________ and ____________________.
4. Our food is delivered from the farm to the supermarket by ________________.
5. Fresh eggs come from ____________________.
6. The man that takes charge of the supermarket is the ____________________.
7. The person that places the food on shelves is the ______________________.
8. When it is time to pay for the food that we want ______________________ lets us know how much it will cost.

1. farmer
2. milk
3. cashier/clerk
4. chicken
5. dairy
6. truckers
7. hens
8. meat
9. manager
10. stockclerk

Activity # 46

Subject Area: Foreign Language/
Business Law

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES

2.02: The students will demonstrate their acquirement of a vocabulary for educational planning.

2.10: The students will illustrate how participation in school activities can relate to selected career areas.

*Capsule Activity Description:

Each student will be able to translate into English a business document written in a foreign language with 80 percent accuracy.

ACTIVITY

The teacher prepares foreign language documents used in business transactions; e.g., real estate or inheritance papers, purchase agreements, and newspaper advertisements.

The students tranlate the documents. The students then can practice their vocabularies in role-playing situations; e.g., renting a house or making a purchase.

The teacher observes the role-playing activity and evaluates the translated documents.

RESOURCES

Community Contacts:

Guest speaker (a lawyer who has clients who speak the foreign language being studied or a real estate agent who is bilingual)

Free Information:

Other Resources:

Legal Aid Office at Temple University Law School

*This activity has been designed and/or used successfully by

California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelve.

Activity # 47

Subject Area: Foreign Language

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES

2.04: The students will demonstrate their understanding of the need for continuing education in a changing world.

2.10: The students will illustrate how participation in school activities can relate to selected career areas.

*Capsule Activity Description:

The students will list four ways that demonstrate how knowing a foreign language would be useful in an emergency situation while visiting a foreign country.

ACTIVITY:

The teacher plans to invite bilingual persons who provide emergency services; e.g., a fire equipment dispatcher or a police officer. A travel bureau representative or a professional translator also could be asked to talk to the class.

The students ask guest speakers specific questions about foreign language and occupations in the language being studied. They can plan a trip to a foreign country where the language being studied is used.

The teacher evaluates the ability of each student to request assistance in the language being studied.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Text, Career center materials, Travel agencies

*This activity has been designed and/or used successfully by

California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelve.

Activity # 48

Subject Area: Foreign Language/Guidance

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES:

2.01: The students will give evidence of their understanding of the interrelationship between education and work.

2.10: The students will illustrate how participation in school activities can relate to selected career areas.

*Capsule Activity Description:

The students will list their reasons for enrollment in a foreign language course, will interview five people who are bilingual and use both languages in their work, and will present a report on the value of a foreign language in occupational fields.

ACTIVITY:

The teacher plans to ask students to list their reasons for being enrolled in the foreign language course.

Community resource people who use more than one language in their work can be interviewed by the class. The students can ask about the language proficiency required on the job.

The students can present reports on the value of a foreign language in specific occupational areas.

The students list their reasons for being enrolled in the foreign language course.

The students list their reasons for being enrolled in the foreign language course.

The teacher and students interview community resource people who are bilingual and use languages in their work. Before meeting with the resource people, the class develops a list of questions that will be presented to the guest speakers. The list might include the following:

1. What languages do you speak, read, and write?
2. When did you become interested in the study of languages?
3. How do you use these languages in your work?
4. Why should foreign languages be a part of the school curriculum?

The students present written or oral reports on the value of foreign languages in occupations.

The teacher evaluates the presentation of the reports.

RESOURCES

Community Contacts:

Community resource speakers

Free Information:

Other Resources:

- Videotaped interviews
- Tape-recorded interviews
- Films
- Career center information

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*This activity has been designed and/or used successfully by

California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelve.

Activity # 49

Subject Area: Guidance

Grade Level: Senior High School

Title: "Life Time Span"

BEHAVIORAL OBJECTIVES:

1.03: The students will display awareness that development of self is constantly changing.

1.09 The students will display understanding that they are growing and continually developing persons.

5.04 The students will show recognition of restrictions in the decision-making process.

*Capsule Activity Description:

By building a "life" chart students can see critical decisions they have made or may make in the future. The more mature student will realize the developmental or life-long nature of career development.

ACTIVITY

This activity is suitable for class, small group or individual use. The teacher should prepare the class by providing a brief explanation and an example or two.

After the students complete the chart a discussion of the decisions and values revealed. Listing the results on a chalk board would enable the group to get a greater variety of values and decisions, or see the universality of the few.

RESOURCES

Community Contacts:

LIFE TIME SPAN

Each letter on the continuum identifies a time in an individual's life. Build a lifelong career by deciding what an individual is likely to think is most important at that time in his or her life, and tell what decisions, if any, the person is apt to make at that time. Record the information below.

(Birth) 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 (Death)

A B C DE F G H I J

Point in time	What is important in a person's life?	What decisions are made by the person?
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		

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Free Information:

Other Resources:

Psychology Today, "Adult Life Growth Stages--Growth Toward Self Tolerance." Gould, Roger, February, 1975.

New York Magazine, "Catch 30 and Other Predictable Crises of Growing Up Adult," Sheehy, Gail, date unknown.

*This activity has been designed and/or used successfully by:

Roseville Area Public Schools, 1251 W. County Road B-2,
Roseville, Minn. 55113

Activity # 50

Subject Area: Guidance

Grade Level: 9-12

Title: Self Descriptive Cartoon

BEHAVIORAL OBJECTIVES:

1.04: The students will give evidence of the development of a positive self-image.

1.08: The students will show acceptance of themselves, each as a unique person.

*Capsule Activity Description:

Students select a cartoon and write a paragraph about the similarity of cartoon and themselves. Draw 3 cartoons depicting themselves in a humorous situation.

ACTIVITY

1. Have the students look through several sources of cartoons to find a cartoon or cartoon strip that they most closely identify with. The student can perceive similarities with themselves and a cartoon character or comic situation. Have the students cut out the cartoon and paste it on the top half of a plain sheet of paper.
2. Have the students write one paragraph using good writing techniques to describe why they identify with this particular cartoon character or situation. It is suggested that the students make a rough draft of their paragraph in their notebooks and have the paragraph corrected before recopying their paragraphs on the comic strip paper.
3. Have the students copy their corrected paragraphs onto the bottom half of their cartoon sheet.
4. Have the students draw at least 3 frames of a cartoon depicting themselves in a humorous situation.

   This activity will require more than one class period to complete. The students can be working on their original cartoons while the teacher is correcting their paragraphs.

RESOURCES

Community Contacts:

Local Newspaper Plants

Free Information:

Neighborhood Newspapers

Other Resources:

Newspapers
Magazines

*This activity has been designed and/or used successfully by:

Mary Jo Benson, Kellog High Schoo, Independent School District 623, 1251 W. County Road B-2, St. Paul, MN 55113

Activity # 51

Subject Area: Guidance

Grade level: 10-12

Title: "Things I Find Important"

BEHAVIORAL OBJECTIVES:

1.06 The students will display the understanding that each student is unique and special.

1.08 The students will show acceptance of themselves, each as a unique person.

*Capsule Activity Description:

This activity helps students clarify priorities and values in relation to daily life patterns. The student is helped to see consistencies and inconsistencies between stated values and priorities and actual behavior.

ACTIVITY

Have the students fill out the chart in the classroom or individually, after providing them with a brief explanation. Students will often need further exploration which the teacher can give by citing examples which might be included in the "Things I Do" column. At Step 5, students will need some help with goal setting. This may lead to a class discussion on actual behavior, and its relation to goals.

THINGS I FIND IMPORTANT

Name____

ACTIVITY: Here are some things that people value or find important. To help you organize your thoughts, you are asked to do two things:

Step 1) Check the column that describes how you feel about the importance of the items listed.

Step 2) Write some activities you do that are related to the values at the left. (Consider the pattern of your activities over the last 6 months.)

Value	Not Important	Important	Very Important	Things I do or have done that are related to that value
Getting additional schooling after high school				
Having a high-paying job				
Liking a job				
Being own boss				
Being able to help others				
Having power				
Being recognized as being intelligent				
Having many friends				
Being attractive				
Being important				
Having a happy family life				
Working with people				
Having good health				
Being successful in school				
To control my own schedule				
Being able to move from one place to another when I want to				
Being well groomed				
Being a leader				

Value	Not Important	Important	Very Important	Things I do or have done that are related to that value
Avoiding pressure				
Having new or unusual experiences				
Accomplishing something important				
Doing your own thing				
Having work admired				
Being well organized				
Being challenged				
Avoiding responsibility				
Being able to constantly learn				

Step 3) Look at the values checked "not important." Put an I (for inconsistent) on the left hand side for any of these values on which you have spent a great deal of time or effort in the last six months.

Step 4) Look at the values checked "very important." Put an I (for inconsistent) on the left hand side for any value on which you spent little time or effort in the past six months.

Step 5) Now ask yourself: "Does your life style action fit your stated values?" If you have no I's, you might want to start looking at goals for your future. If you have several I's, you might want to view how you rated the values and consider why your actions and values are not consistent.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Rosevill Area Public Schools, 1251 W. County Road, B-2, Roseville, Minn 55113

Activity # 52

Subject Area: Planning For College
and Career

Title: Admissions' skills

BEHAVIORAL OBJECTIVES:

7.08: The students will complete actual or simulated admissions tasks such as completing an application form, writing a letter for application and specific information, writing the essay question and engaging in an admissions interview.

*Capsule Activity Description:

Students become more adept in the admission's process by completing various admissions tasks.

ACTIVITY (three meetings--45 minutes)

The instructor will take the class through a step by step process of filling out an actual sample college admissions applications.

Hand-out sample letter for requestion cataloges and applications, have students write to colleges of their choice requesting caralogs and applications using sample letter as a guide.

Have students practice essay writing, using sample essay question from actual college applications.

Simulate an admissions interview, using students to play act the roles of admissions counselor and applicant.

RESOURCES

Community Contacts:

Free Information:

College Applicationa and cataloges.
Sample letter requesting the above.

Other Resources:

*This activity has been desgined and/or used successfully by: Ron Spahr
Ben Franklin High
Phialdelphia, PA

Activity # 53

Subject Area: Planning For College
and Career

Grade Level: 11th and 12th

Title: Careers and Courses

BEHAVIORAL OBJECTIVES:

2.01: The students will give evidence of their understanding of the interrelationship between education and work.

2.02: The students will demonstrate their acquirement of a vocabulary for educational planning.

2.05: The students will show their recognition of the role of education in career and life goals.

*Capsule Activity Description:

Students become more aware of the problem of deciding on a career and choosing the right college major and some of the ways they tackle this decision. By group discussions, reading, and research in school library.

ACTIVITY (two meetings or 45 minutes)

Divide the class into small groups of five or six students. Ask the groups to make-up a list of the factors one should consider when choosing a major.

Hand out booklet entitled "Careers and Courses" and discuss its purpose and format with class. Have class read booklet before next meeting.

After an in-depth discussion of "careers and courses: during second meeting, have students research. Their career choices in school library.

RESOURCES

Community Contacts:

Free Information:

Booklet "Careers and Courses" prepared by LaSalle college, Phila, PA

Other Resources:

*This activity has been designed and/or used successfully by: Ron Spahr

Activity #54

Subject Area: Guidance

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES:

3.12: The students will show familiarity with a variety of career groupings and the types of jobs found in each grouping.

3.26: The students will analyze the analyze factors that may influence their vertical and horizontal mobility in a selected career cluster.

ACTIVITY

The counselor plans to distribute lists of occupational clusters and to discuss the kinds of occupations listed under each career classification.

Each student develops an outline of his or her interests, liked and dislikes. The students and the counselor discuss the relationship between personal likes and dislikes and the occupational clusters.

The students act out situations in Search for Values Kit, Unit 1, "Time."

Lesson 1- "Getting From Here to There" (Students show how they organize the steps necessary to reach personal goals.)
Lesson 2- "Who's Got Time" (Students show how they organize their time to complete personal tasks.)
Lesson 3- "If It Please the Court" (Students play roles of people holding jobs in specific occupations. Students in "jobs" act as judges, and other students petition the "court" to permit them to enter certain occupations. the "petitioners" must show cause why and how they have prepared themselves for the particular occupation.)

The counselor evaluates student participation and administers tests that measure interestes or aptitudes.

RESOURCES

Community Contacts:

Free Information:

Other Resources:
Search for Values Kit (10150), DIMENSIONS OF PERSONALITY series,
Published by CEBO/PFLAUM Division of Standard Publishing, c/o
Standex West, 2300 Merced Avenue, South El Monte, CA 91733
Career center materials

*This activity has been designed and/or used successfully by
CA State Dept. of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 55

Subject Area: Planning for
College and Career

Grade Level: 11th

Title: Taking the Scholastic
Aptitude Test

BEHAVIORAL OBJECTIVES:

2.02 The students will demonstrate their acquirement of a vocabulary for educational planning

2.07 The students will show their understanding that educational planning is necessary for all students.

*Capsule Activity Description:

Through the use of film strip-cassette presentation and registration form, students become more aware of the prupose and importance of the scholastic aptitude test and how to complete the registration form.

ACTIVITY: (Two meetings - 45 min.)

Students, through the audiovisual presentation, learn in some detail what the SAT is and how they, their parents, counselor and the colleges to which they are applying may use the results.

Students as a group, with the direction of the instructor, fill out the SAT registration form and student descriptive questionnaire.

RESOURCES

Community Contacts:

Free Information:

SAT Registration Forms

Other Resources:

Taking the Scholastic Aptitude Test (Slides, Audio-Cassette, Booklet)
College Board Publications, Box 2815, Princeton, N.J. 08541

*This activity has been designed and/or used successfully by:

Ron Spahr, Ben Franklin High School, Phila, PA.

Activity # 56

Subject Area: Planning for College
And Career

Grade Level: 9th & 10th

Title: Efficient Student

BEHAVIORAL OBJECTIVES:

2.07: The students will develop a serious attitude towards their school work

2.10: The students will identify habits and skills acquired in school that are relevant to the world of work.

The students will display good study habits and skills

2.01: The students will give evidence of their understanding of the importance of building up vocabulary, reading and math skills.

*Capsule Activity Description:

The students come to a realization that ones success in a particular career is affected by the attitudes, habits and skills developed in school.

ACTIVITY (End of school year through summer)

Discussion in class on what kinds of attitude are needed to succeed in school and work. Also the kinds of habits and skills needed for success both in school and work.

Students will read aloud and disucss the pamphlet entitled "The importance of Developing Good Habits and Skills".

Hand out self-help skill work book containing exercises in the basic skill areas of vocabulary, reading and math. Review the format and purpose of the workbook, which for summer review work.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

Self-Learning Packet in English, Math.
Motivation Program School District of Phila.

*This activity has been designed and/or used successfully by: Ron Spahr
Ben Franklin High

Activity # 57

Subject Area:

Grade Level: 10

Title: You and "VICS"

BEHAVIORAL OBJECTIVES:

7.05 The stucents will show understanding of the advantages, disadvantages, responsibilities of their career choices.

*Capsule Activity Description:

Students will obtain a list of possible employers from Philadelphia for certain entry level occupations.

ACTIVITY

Students will be introduced to VICS '81 by a member of the counseling staff.

Students will discuss with teacher and counselor the kind of information they can obtain from VICS.

Students will be given a specific assignment (see capsule activity description) which involves the use of VICS.

Students may substitute their own concerns as long as it involves student use of VICS.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: A Burnett, Teacher Ben Franklin High School, Philadelphia, PA 19130

Activity # 58

Subject Area: Planning for
College and Career

Grade Level: 10/11

Title: Medical Discovery Program

BEHAVIORAL OBJECTIVES:

3.14 The students will identify the immediate steps necessary following high school to gain entrance into their chosen career.

3.15 The students will specify the the detailed characteristics of their chosen field.

3.20 The students will analyze the relationship between job requirements and their personal and professional goals.

*Capsule Activity Description:

Selected students will be introduced to medical education and opportunities therein through work experience, academic workshops, and counseling during a six week summer program at Philadelphia College of Osteopathic Medicine

ACTIVITY: (1 meeting 45 minutes and 6 week summer program)

1. Work experiences at Hospital
    - A. In hospital and health-care units
    - B. In research labs and college departments
2. Academic Work-shops
    - A. Study-skills
    - B. Reading and English Composition
    - C. Library skills
    - D. S.A.T. preparation
3. Counseling Contacts
    - A. Career/decision-making guidance
    - B. Personal/motivational counseling
    - C. Financial aid advisement
    - D. College admissions and orientation

RESOURCES

Community Contacts:

Assistant Director of Admissions
Philadelphia College of Osteopathic Medicine
Philadelphia, PA

Free Information:

Other Resources:

The Osteopathic Medical Center of Philadelphia &
Philadelphia College of Osteopathic Medicine
4150-90 City Ave.
Philadelphia, PA 19131

*This activity has been designed and/or used successfully by:

Ron Spahr, Benjamin Franklin High School, Philadelphia, PA

Activity # 59

Subject Area: Health Education

Grade Level: 10

Title: Self-Awareness

BEHAVIORAL OBJECTIVES:
1.08: The students will show acceptance of themselves, each as a unique person.
1.09: The students will display understanding that they are growing and continually developing persons.

*Capsule Activity Description:

The teacher will conduct a public interview on values with class.

ACTIVITY: (45 min.)

Five volunteers sit in front of room and teacher moves to back, and asks questions dealing with values. Each student must answer honestly or has the option of passing if he does not wish to answer. After each student has been interviewed, questions and answers will be discussed by class.

RESOURCES

Community Contacts:

Public Libraries

Free Information:

School Libraries

Other Resources:

*This activity has been designed and/or used successfully by:

Vince Trombetta, Benjamin Franklin High School

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Activity # 60

Subject Area: Physiology of our body

Grade Level: 10-12

Title: The "10" Basic Systems

BEHAVIORAL OBJECTIVES:

1.16 - The students will be able to explain the need for positive relationships between themselves & others to perform a job.
2.14 - The students will evaluate their progress toward tentative career goals & assess their suitability.
4.11 - The students will show awareness that individual values to determine individual needs and relate to a standard of living.
7.01 - Students will show recognition of the implications of working independently & working with others.

*Capsule Activity Description:

1. Students will become aware of their physiological make-up; why it is important in getting along in a compatible means when encountering a career.
2. Students will become aware of differences (strenghts & weaknesses in all of us as human beings).
3. Students will become tolerant to others while working & realize what makes us "tick".

ACTIVITY (40 minutes)

1. Motivation Principle: Physicians no longer believe or consider an illness an isolated problem. They rather consider the whole person with the functioning of their systems & when one is not in unison with the systems, there can be far reaching effects & moods of persons. As an example, a clock or watch has many parts. When one part is not functioning properly, it makes the clock run fast, slow, or not at all.
2. Using a large 10 system chart individualized & systems which can be revolved & each system flipped over out of sight, teacher demonstrates to students the basic 10 systems.
3. While using charts, students list in their notebooks each system & ascertain pertinent information for their use. Students may ask questions following chart demonstration.
4. Systems they should retain are the following: A. Circulation of blood & Lymph, b. Digestive, c. Endocrine, d. Excretory, E. Muscular, f. Nervous g. Reproductive, h. Integumentary(skin), i. Respiratory, j. Skeletal.
5. Emphatically note to students, that one system makes us very unique as a person different from all animals. Which one do they think is unique? Permit them to determine within a reasonable time limit.
6. When receiving term "The Nervous System", then go into detail how we can interpret events which occur in life. Examples are our feelings or emotions, which can lead to pleasant or unpleasant encounters.

RESOURCES

Community Contacts:

Health Clinic

Pamphlets from area community

Free Information:

Health Clinic - Broad & Lombard Sts., Phila.
Library at school
Insurance Companies - Metropolitan & Prudential
Health teacher - by borrowing Health Textbook entitled
"Modern Health, by Otto, Julian & Tether

Other Resources:

School Counselor (Health coordinator)
School Nurse

*This activity has been designed and/or used successfully by: Harold Ackerman,
Ben Franklin High, Phila. PA 19130

Activity # 61

Subject Area: Health Education

Grade Level: 10-12

Title: Reasons for Drug Abuse

BEHAVIORAL OBJECTIVES:

1.11 - The students will display realization that what they believe influences what they become and that what they believe may change as they continue to acquire knowledge.

2.06 - The students will recognize developmental process that occur in and out of school.

5.04 - The students will show their knowledge that external factors affect the decision making process.

*Capsule Activity Description:

Upon seeking employment, students will be able to evaluate the influences thrust upon them by society, specifically the need for artificial stimulants or depressives. Students will be able to recognize the outside factors when confronted by others perpetuating an abnormal use of narcotics primarily to gain economic gain without regarding student's personal welfare.

ACTIVITY (40 minutes)

1. Motivation Process to Students - "What future can there be in a world of unreality distroted by the effects of drugs?"
2. Ask students if they think drug use would affect employment either negatively or positively. Teacher then seeks responses to both questions and responds accordingly.
3. With use of textbook on page 158 (there is a photograph and diagram of a drug abuser) let students cite examples of effects of drugs on individual's personality.
4. From textbook, have students list in their notebooks the reasons for drug abuse in major areas.

    1. Easy access
    2. Curiosity
    3. Join the crowd
    4. Relieve boredom
    5. Express dissatisfaction
    6. Economic affluence
    7. Advertising & Sales promotion
    8. As an escape (most serious factor)
    9. Contact with drug sellers or pushers

5. From the above list, students will elaborate on each section in written form.
6. When completed, teacher will then voluntarily call upon students to read and explain their conclusions.
7. Explain to students that this subject is now considered a "National Crisis" and that we shall continue in subsequent lessons because of its importance.

RESOURCES

Community Contacts:

1. Local Health Center - Broad & Lombard Sts. Phila.
2. Neighborhood religious group or affiliation
3. Phila. Drug Abuse Center

Free Information:

1. School Library - film and cassette material available upon request
2. Health Education course of study
3. Counselor's material - pamphlets
4. School Nurse
5. School Psychologist

Other Resources:

Medical Doctor of their clinic

*This activity has been designed and/or used successfully by: Harold Ackerman, Ben Franklin High, Phila. Pa. 19130

Activity # 62

Subject Area: Physical Education

Grade Level: 10-12

Title: Demonstrative Individual Exercises

BEHAVIORAL OBJECTIVES:

1.04 - The students will give evidence of the development of a positive self image.
3.27 - The students will analyze the function of management responsibilities.
5.10 - The students will experience the setting of individual goals.
7.04 - The students will show understanding of the requirements and values of supervision.

*Capsule Activity Description:

Provide opportunity for individual students to teach a specific physical calisthenic segment.
Provide the individual opportunity for each student to assert individual leadership to a group of their own peers.
Provide opportunity for each student to get the feel of what it is like to teach & seek respect from the group.

ACTIVITY (40 minutes)

1. Students have been oriented with various exercises given by teacher throughout the term, such as basic warm up exercises, stretching exercises & strength & agility exercises.
2. Form a large circle in the center of gym with students facing each other.
3. Assign an exercise to each student to perform with proper cadence which will be demonstrated to entire class.
4. Call upon, in order given(one to 20) to deliver, demonstrate & explain proper exercise beginning with the general warm up. Example: jumping jacks
5. All exercises given by twenty students will cover range of the general calistenic program which can be performed anywhere.
6. The purpose being, students can learn how to deliver & lead a typical physical education class. (act as teacher)
7. Discipline is accomplished by student's determination of how well they can lead their peers, thus acquiring the necessary encouragement and confidence needed in becoming a physical educatin teacher if they so desire.
8. Teacher (older) can determine by observing student's progress with proper adjustment techniques which will assist students.
9. In subsequent classes, provide opportunity for students to experiment in other areas or skills.

RESOURCES

Community Contacts;

- Health & Physical Spas
- Recreational Centers
- Camps - overnight or day camps as counselors

Free Information:

- Physical Education teachers
- Y.M.C.A.
- Sports clinics
- Sandlot sports activities or teams, such as Little League leaders

Other Resources:

- Libraries - any of which provide basic calisthenic lead up exercises
- Boy Scout groups
- Girl Scout groups

*This activity has been designed and/or used successfully by: Harold Akerman
Ben Franklin High, Phila. PA 19130

Activity # 63

Subject Area: Health Ed.

Subject Level: 10-12

Title: Genetic Disorders -
Family Feud Game - Lesson 2
The Game

BEHAVIORAL OBJECTIVES:

1.13 - The students will display understanding that accepting a job job implies acceptance of job responsibilities and requirements.
7.02 - The students will demonstrate the ability to work independently and in groups to attain a goal.

*Capsule Activity Description:

The students will become aware that the outcome of the competition depends on how well they prepared themselves for the game.

ACTIVITY (50 minutes)

1. Each teacher conducts a short review of the unit with his class and reviews the rules of the game, makes sure the "picked team" is present, and assigns alternates if necessary.
2. The two teachers bring their classes together for the competition.
3. The game "Family Feud" is played as described in Lesson 1.
4. At the end of the game the students are instructed to write the reasons why they feel their team won or lost the game and report their feelings at the next class meeting.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity designed and/or used successfully by: Alan Shoup, Ben Franklin High School, Phila. PA 19130

Activity # 64

Subject Area: Health Ed.

Grade Level: 10-12

Title: Genetic Disorders - Lesson 3
Family Feud Game - Followup

BEHAVIORAL OBJECTIVES:

7.01 - The students will show recognition of the implications of working independently and working with others.

*Capsule Activity Description:

The students will become more aware that success in many "jobs" in life depends on the need for the individual to do his job in such a way that he and the group succeed in attaining their goals by discussing the outcome of the Family Feud Game, and how the outcome depended on the joint effort of the individual and the group.

ACTIVITY (50 minutes)

1. Review the Family Feud game outcome.
2. Review the procudure used in picking the team and the need for total group preparedness for the game.
3. Discuss reasons for the success or failure of team in the outcome of the game.
4. Discuss the implications of the individual and team effort involved in this competition and how they related to success and/or failure in attaining goals set in one's vocation or career.

RESOURCES:

Community Contacts:

Free Information:

Other resources:

*This activity designed and/or used successfully by: Alan Shoup, Ben Franklin High School, Phila. PA 19130

Activity #65

Subject Area: Health Ed.

Grade Level: 10-12

Title: Genetic Disorders -
Family Feud Game - Lesson 1
Prep. & Team Selection

BEHAVIORAL OBJECTIVES:

1.12 - The students will show recognition of the need to appreciate the skills, abilities, rights, and responsibilities of others.

*Capsule Activity Description:

Students will become aware of the abilities and skills and rights of others by selecting the "right" team to represent them in the game. All students will recognize their role and responsibility of selecting the team for team success and, also, do their part in preparing for the game.

ACTIVITY (50 minutes)

1. The class is told that they are going to participate in competition against another class regarding their knowledge and vocabulary of the unit recently covered - Genetic Disorders
2. The form of competition will be the T.V. game show - Family Feud.
3. The rules are then explained to the class -
   a. Five students (plus 2 alternates) will be chosen by their peers to represent the class in the competition.

      (1) The students should be knowledgable within the subject area.
      (2) The students should be "quick" thinkers - able to respond the correct answer to a question quickly.
      (3) All students must prepare because the audience gets a chance to play, as described in b,2 below.

   b. The rules of the game are as follows:
      (1) Each team sits in front of and facing the class, and designated as the 1st, 2nd, 3rd, 4th, and 5th player.
      (2) The first person on each team comes to the podium and is asked a question directly related to Genetic Disorders in this format: "Out of 100 people surveyed - 5 symptom of Tay Sachs Disease are________. The first player to hit the bell and name a correct symptom allows his team to play to try to answer the other 4 symptoms. If they do, they win the round. If they can't name them all - the other team tries to name the remaining ones, if they do, they win the round. If the two teams can't answer, the audience for the 1st team to play tries to answer, and then the audience for the other team. If they can't answer the remaining ones correctly, the round goes to the team that replied the most correct answers.

(3) Five rounds (minimum) will be played. The winner of the competition will be the team that wins the most rounds.

c. All students are instructed to have all their notes up to date, and, if time permits, allow them to update at this time.

d. All students will study their notes in preparation for the game due to the fact that they will participate in the game as the "audience" for their team.

e. One teacher will be the moderator or emcee and the other will be the scorekeeper so that all students will be able to participate in the game itself.

RESOURSES

Community Contacts:

Free Information:

Other Resources:

*This activity was designed and/or used successfully by: Alan Shoup, Ben Franklin High School, Phila. PA 19130

Activity 66

Subject Area: Health Education

Grade Level: 11-12

Title: Fertility Control and
Contraception (2 lessons)
(Part I)

BEHAVIORAL OBJECTIVES: (listed in the order that they will be achieved during the lessons)

5.04 The students will show their knowledge that external factors affect the decision-making process.

5.05 The students will show recognition of restrictions in the decision-making process.

2.14 The students will evalute their progress toward tentative career goals and assess their suitability.

2.09 The students will show understanding of the advantage, disadvantages, and responsibilities of their career choices.

*Capsule Activity Description:

The students will become more aware that parenthood involves many considerations.

ACTIVITY (lesson 1 - 50 minutes)

1. Short review of genetic defects, covered earlier in the year, and discussion on how they affect parenthood.
2. Discussion on the timing of becoming a parent, including the financial and child care considerations, career vs. children, age differences in partners.
3. Discussion on how the physical and mental health of children can affect a marriage relationship.
4. Discussion on how the compatibility of husband-wife can affect the marriage and children (may have to take place in the next lesson).
5. Report for next class period - each student will write a report on the type of family they would like to have considering the following: role of mother and father, qualities of a good parent, responsibilities of parenthood, when to become a parent, advantages and disadvantages of being a parent, and the readiness of mother and father - psychologically and physically - to assume parental responsibility.

*This activity has been designed and/or used successfully by: Alan Shoup, Benjamin Franklin High School, Philadelphia, PA 19130

Activity 69

Subject Area: Health Education

Grade Level: 11-12

Title: Fertility Control and
Contraception (Part II)

BEHAVIORAL OBJECTIVES:

5.04 The students will show their knowledge that external factors affect the decision-making process.

5.05 The students will show recognition of restrictions in the decision-making process.

2.14 The students will evaluate their progress toward tentative career goals and assess their suitability.

2.09 The students will show understanding of the advantage, disadvantages, and responsibilities of their career choices.

*Capsule Activity Description:

The students will show their knowledge and understanding of "what it takes" to be a husband/wife and parent.

ACTIVITY (lesson 2 - 50 minutes)

1. Using the knowledge that they have gained through the previous discussions on the responsibilities of being a parent, the students will discuss the career of being a husband/wife and parent as a career in today's society; marriage counselor; and family counseling.

RESOURCES

Community Contacts:

Free Information:

Pamphlets:
(1) "What Every Parent Should Know," National Committee for Prevention of Child Abuse.
(2) "Genetic Counseling," National Foundation - March of Dimes.
(3) "Rubella Robs the Cradle," National Foundation - March of Dimes.

Other Resources:

Filmstrip and cassette - "Marriage & Families," Eyegate Company

*This activity has been designed and/or used successfully by: Alan Shoup, Ben Franklin High School, Philadelphia, PA 19130

Activity # 72

Subject Area: Health Education

Grade Level: 11-12

Title: Fertility Control & Contraception

BEHAVIORAL OBJECTIVES:

1.04 - The students will give evidence of the development of a positive self image.

*Capsule Activity Description:

The students will learn how to attain a positive self image through the development of desirable attitudes and ideals of students in their association with the opposite sex.

ACTIVITY (50 minutes)

1. The students will make a self evaluation check list concerning the self worth in determining one's behavior and how feelings of importance are developed.
2. The class is divided into small groups by sex and they demonstrate their attitudes of self worth by listing the advantages of being a member of the opposite sex; exchange the lists with different groups and discuss.
3. Follow up: filmstrips - "Attitudes About Human Sexuality", and "Are Love and Sex the Same Thing".

RESOURCES

Community Contacts:

Free Information:

Pamphlet: Values for a Better Tomorrow

Other Resources:

Filmstrip and cassette - (1) "Attitudes About Human Sexuality", and (2) "Are Love and Sex the Same Thing", Eyegate Company.

*This activity has been designed and/or used successfully by: Alan A. Shoup
Ben Franklin High, Phila. PA 19130

Activity 73

Subject Area: Health Education
Human Traits

Grade Level: 10-12

Title: Heredity and Environment

BEHAVIORAL OBJECTIVES:

1.06 The students will display the understanding that each student is unique and special.

1.08 The students will show acceptance of themselves, each as a unique person.

1.09 The students will display an understanding that they are a growing and continually developing person.

3.21 Students will show recognition that mobile careers can cause changes in their life styles.

*Capsule Activity Description:

Students will be able to realize what traits they cannot change and also what traits can be changed to better their preparedness for a sensible, realistic and socially happy life in a career of their own personal choosing.

ACTIVITY (40 minutes)

1. Raise the question, "What is the meaning of heredity?"
2. When teacher receives proper and satisfied meaning, teacher proceeds to second question.
3. Raise the question, "What is environment?" Teacher follows same procedure.
4. Teacher then proceeds to main topic - Human Traits (write on board).
5. Explains and divides chalkboard into 2 sections (students provide following answers).

A. Inherited traits

1. facial features
2. body build
3. skin pigment
4. hair color and texture
5. eye color
6. vision (good or not)
7. hereditary baldness
8. blood types
9. mental capacity

B. Acquired traits

habits
attitude
mannerisms
judgment
posture
skills
grooming practices
initiative

6. Teacher then dramatizes that no two persons, except identical twins, ever have the same heredity. No two people, even identical twins, ever have the same life experiences. This explains why there never was or never will be another person like you.

7. Find out how many students can name persons with a handicap, either physically or environmentally, who bettered themselves through self-determination. Teacher first gives an example of President Franklin D. Roosevelt, Theodore Roosevelt, John Kennedy.

8. Have student write a page or half-page about someone whom they think can best fit into this category and how they achieved measureable success.

RESOURCES

Community Contacts:

1. Boy Scouts or Girl Scouts
2. Big Brother Club or Big Sister Club
3. Some well-known neighborhood celebrity
4. Local religious center

Free Information:

School Library - Book or biography of someone to whom they can relate
Armed Forces Center - Free brochures on end result factors
Insurance Company - Booklets on habit development and negatively undesirable habit breaking (alcohol, drugs, tabacco and sex)
School Counselor

Other Resources:

Family - if cohesive group
Religious affiliation - or students can call for an appointment
Social Security Office for future information

*This activity has been designed and/or used successfully by: Harold Ackerman
Ben Franklin High School, Philadelphia, PA 19130

Activity 74

Subject Area: Mental Health
Health Education

Grade Level: 10-12

Title: Personality

BEHAVIORAL OBJECTIVES:

1.04 The students will give evidence of the development of a positive image.

1.16 The students will be able to explain the need for positive relationships between themselves and others to perform a job.

6.06 The students will display their understanding that success in different careers depends on many factors.

*Capsule Activity Description:

Students will understand basic information, contributing to the promotion of a sound and healthy personality that is very necessary in forming a compatible relationship with others in any future employment.

ACTIVITY (40 minutes)

1. Lead up or Introduction:

    a. Provide motivation by asking students to choose a well-known personality, such as Bill Cosby (comedian) or Julius Erving (athlete).

    b. Point out basic differences in actions. (physical and mental)

    c. From above provide personality as a definition - sum total of one's physical, mental, emotional and social traits. (place in notebook)

2. Desirable Personality:

    a. Through a discussion, develop a list of desirable personality qualities on the chalkboard. List on board while they write captions in their notebooks.

        1. Physical Personality - (development of an alert, attractive appearance)

        2. Mental Personality - (desire to improve intellectually and culturally)

3. Emotional Personality - (direction and control leading to acceptable behavior.

4. Social Personality - (wholesome attitude toward others)

3. Explanation of varying degrees of personality

a. People have their highs and lows, due to perhaps, successes or on opposite scales, failures or illnesses.

b. When students enter the outside world of employment, they will come in contact with different personalities and they will be prepared and alert to these contacts.

RESOURCES

Community Contacts:

1. Religious leaders for guidance
2. Private physician or health clinician

Free Information:

School health teacher
School nurse
School library
Journals on mental health in health room

Other Resources:

Family (if a cohesive family)
Mental Health Association
School-Health education teacher and mental health curriculum

*This activity has been designed and/or used successfully by: Harold Ackerman
Ben Franklin High School, Philadelphia, PA 19130

Activity 75

Subject Area: Physical Examinations
Health Education

Grade Level: 10-12

Title: Areas of Body and Knowledge of
Basic Functional Systems

BEHAVIORAL OBJECTIVES:

1.03 The students will display awareness that development of self is constantly changing.

1.13 The students will display the understanding that accepting a job implies acceptance of job responsibilities and requirements.

*Capsule Activity Description:

The students will be abel to identify the immediate steps necessary to know and if necessary, correct any physical or medical dysfunctions in order to gain desired employment. Students are given the opportunity to learn how to determine how their cardio-vascular system operates, by a simple three-step procedure.

ACTIVITY (40 minutes)

1. In their notebooks, have students list any areas they can see are pertinent for a complete medical examination.

2. Teacher lists areas of examination on chalkboard upon voluntary answers from students, making corrections and additions as necessary.

3. Teacher cites an example of a rigid physical and medical examination, such as that given for entrance to a service academy, or perhaps, a government specified job (Civil Service or F.B.I). (a. height; b. weight; c. eyes; d. ears; e. nose and throat; f. teeth; g. skin; h. posture; i. feet; j. heart; k. blood pressure; l. special tests for cancer, T.B., diabetes, etc.)

4. Have students check their differences in pulse rates and basic physical condition by taking (show them how) their pulse rates, at rest first, then by standing up and walking place, and immediately sitting down and taking the increased pulse rate. Let them sit for a few minutes and then take their pulse rate to see how much time it takes to return to normal.

5. Explain: The faster pulse rate returns to normal, the better their condition (physically).

RESOURCES

Community Contacts:

1. local hospital clinic
2. their own private physician

Free Information

Life insurance phamplets by the Metropolitan or Prudential Insurance Companies

Other Resources:

Teacher's Guide - Health Education - Philadelphia Board of Education Grades 10, 11, 12 - pages 75 and 76

*This activity has been designed and/or used successfully by: Harold Ackerman
Ben Franklin High School, Philadelphia, PA 19130

Activity # 76

Subject Area: Health Education

Grade Level: 12

Title: Health Careers
Lesson 1 of 2

BEHAVIORAL OBJECTIVES:

3.02: The students will display their understanding of the variety and complesity of occupations and careers.

*Capsule Activity Description:

Teachers and class work together to develop a list of health related jobs.

ACTIVITY

1. Have class develop a list of health careers.

   A. Aides and assistants
   B. Dentists
   C. Nurses, registered and practical
   D. Opticians
   E. Optometrists
   F. Pharmacists
   G. Physicians
   H. Physicians
   I. Social Workers
   J. Technicians
   K. Therapists

2. Discuss with the class the interrelationship of personality, academic ability and interest to career selection.

3. Also discuss how a health career can satisfy one's search for success and recognition.

RESOURCES

Community Contacts:

Public Libraries, Clinics

Free Information:

School Libraries

Other Resources:

Private Libraries, Hospitals, Medical Schools, Office of Career Education

*This activity has been designed and/or used successfully by:

Vince Trombetta, Benjamin Franklin High School

Activity # 76a

Subject Area: Health Education

Grade Level: 12

Title: Health Careers
Lesson 2 of 2

BEHAVIORAL OBJECTIVES:

3.02: The students will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

Students will become more aware of career opportunities in the health field by doing research on these careers.

ACTIVITY

1. Divide class into four different groups.
2. These groups will investigate and research materials dealing with the types of health careers that will be needed in the future.
    - A. Space
    - B. Electronics
    - C. Artificial Organs
    - D. Ecology
3. The following week the groups will present a round-table discussion dealing with these new health careers.

RESOURCES

Community Contacts:

Public Libraries

Free Information:

Libraries, Office of Career Education, National Academy of Sciences

Other Resources:

American Association for the Advancement of Science

*This activity has been designed and/or used successfully by:

Vince Trombetta, Benjamin Franklin High School

Activity # 77

Subject Area: Health Education

Grade Level: 12

Title: Mental Health Lesson 1 of 3

BEHAVIORAL OBJECTIVES:

6.02: The students will display development of basic attitudes needed for success in a career.

*Capsule Activity Description:

Students act out, analyze and identify the different mechanisms.

ACTIVITY: (3 lessons)

Procedure:

1. Divide the class into twelve groups using the following adjustment mechanisms.

    1. Attention getting
    2. Compensation
    3. Conversion
    4. Displacement
    5. Fantasy and daydreaming
    6. Identification
    7. Projection
    8. Rationalization
    9. Reaction formation
    10. Regression
    11. Repression
    12. Sublimation

2. Each group will select and act out a mechanism. Have the class analyze the behavior and try to identify the mechanism. Ask the students to analyze their own behavior and report on an incident in which they used an adjustment mechanism.

3. This lesson will deal with:

    Attention getting
    Compensation
    Conversion
    Displacement

RESOURCES

Community Contacts:

1. Health centers

Free Information:

Voluntary agencies

1. Pennsylvania Medical Society
2. Pennsylvania Mental Health Association
3. Library

Other Resources:

Professional agencies

1. American Public Health Association
2. Health Information Foundation

*This activity has been designed and/or used successfully by:

Vince Trombetta, Benjamin Franklin HIgh School

Activity # 78

Subject Area: Health Education

Grade Level: 12

Title: Mental Health
Lesson 2 of 3

BEHAVIORAL OBJECTIVES:
6.02: The students will display development of basic attitudes needed for success in a career.
7.09: The students will demonstrate acquired skills, good work habits and basic attutudes needed for success in maintaining a career.

*Capsule Activity Description:

Students act out, analyze and identify the different mechanisms.

ACTIVITY: (3 lessons)

Procedure:

1. Divide the class into twelve groups using the following adjustment mechanisms:

    1. Attention getting
    2. Compensation
    3. Conversion
    4. Displacement
    5. Fantasy and daydreaming
    6. Identification
    7. Projection
    8. Rationalization
    9. Reaction formation
    10. Regression
    11. REpression
    12. Sublimation

2. Each group will select and act out a mechanism. Have the class analyze the behavior and try to identify the mechanism. Ask the students to analyze their own behavior and report on an incident in which they used an adjustment mechanism.

3. This lesson will deal with:

    Fantasy and daydreaming
    Identification
    Projection
    Rationalization

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Vince Trombett, Benjamin Franklin High School

Activity # 79

Subject Area: Health Education

Grade Level: 12

Title: Mental Health
Lesson 3 of 3

BEHAVIORAL OBJECTIVES:

6.02: The students will display development of basic attitudes needed for success in a career.

*Capsule Activity Description:

Students act out, analyze and identify the different mechanisms.

ACTIVITY: (3 Lessons)

Procedure:

1. Divide the class into twelve groups using the following adjustment mechanisms.

    1. Attention getting
    2. Compensation
    3. Conversion
    4. Displacement
    5. Identification
    6. Identification
    7. Projection
    8. Rationalization
    9. Reaction Formation
    10. Regression
    11. Repression
    12. Sublimation

2. Each group will select and act out mechanism. Have the class analyze the behavior and try to identify the mechanism. Ask the students to analyze their own behavior and report on an incident in which they used an adjustment mechanism.

3. This lesson will deal with:

    Reaction formation
    Regression
    Repression
    Sublimation

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or successfully used by:

Vince Trombetta, Benjamin Franklin High School

Activity 80

Subject Area: Health Education

Grade Level: Senior High

Title: Human Sexuality

BEHAVIORAL OBJECTIVES:

5.01 The students will show development of a vocabulary for identifying and stating personal goals.

5.02 The students will demonstrate their understanding that decision making involves responsible action.

5.03 The students will display recognition that decision making involves some risk taking.

*Capsule Activity Description:

Students come to a realization that problem-solving skills have carry-over values in many careers.

ACTIVITY

*Note: Completion of this assignment depends on the abilities of the students in your various classes.

1. Explain to the class that they will have to solve three problems which occur among young people.
2. Encourage them to respond honestly and to consider all facets of the situation; such as: circumstances, short and long range affects, and responsibilities.
3. Before the class can move to the second problem, the first problem must be completely solved with the majority of the class in agreement.
4. If the majority of the class does not agree or if there is a split decision, discussion must continue until the majority agrees to the solution.
5. Problem-solving question #1: Parents away, have house to yourself, what do you do?
6. Problem-solving question #2: A boy and girl, both high school juniors, discover that she is pregnant, what do they do next?
7. Problem-solving question #3: A contraceptive device is found in your room/drawer by your sister/brother, he/she brings it to your parent's attention; what do you do?

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Virginia Daniel
Ben Franklin High School, Philadelphia, PA 19130

Activity 83

Subject Area: Health Education

Grade Level: Senior High

Title: Human Sexuality

BEHAVIORAL OBJECTIVES:

1.08 The students will show acceptance of themselves, each as a unique person.

1.09 The students will display understanding that they are growing and continually developing persons.

1.10 The students will demonstrate their understanding that decision making involves responsible action.

*Capsule Activity Description:

Students will display awareness that role-playing can be a learning experience into oneself and the appreciation of different views. This activity has carry-over values into the work world in that it allows the students to work with others to attain a goal.

ACTIVITY

1. Explanation about the situation involved in the role-playing.

   Role-playing situation: Couple #1 - a couple is having a conversation about going steady; the young man is in favor of the idea but buth the girl has some doubts.

   Role-playing situation: Couple #2 - a couple is having a conversation about going steady; the girl is in favor of the idea but the boy has some doubts.

2. Ask for volunteers or assign two partners and allow five minutes for the couples to get their ideas together.

NOTE: Stress the point that role-playing is improvisation in which the individuals create or make-up words and action to fit the situation on the spur of the moment.

3. Pass out paper and pencil so that the class can write down comments and ideas about what they observed.

4. Give each couple equal time in their role-playing situation. Hold all comments until both couples have completed the role-playing.

*Time allotment may be determined by the couples or teacher.

5. Class discussion about the role-playing situations.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Virginia Daniel
Ben Franklin High School, Philadelphia, PA 19130

Activity 84

Subject Area: Health Education

Grade Level: Senior High

Title: Human Sexuality

BEHAVIORAL OBJECTIVES:

4.08 The students will show understanding of the factors that influence them to need or want certain social and economic rewards.

5.02 The students will demonstrate their understanding that decision making involves responsible action.

*Capsule Activity Description:

Students come to a realization of the responsibilities of marriage and how it affects the individual success in career selection.

ACTIVITY

1. Discussion is centered around the theme: "What you would want in a a marriage?"
2. Open the discussion with the following questions:
   a. How many believe in marriage? Why?
   b. How many believe in co-habitation? (live-in partner) Why?
   c. What do you expect from your mate?
   d. What should your mate expect from you?
   e. How would you support your wife?
   f. Would you want your wife to work?
   NOTE: Encourage other related questions from the students.
   g. What do you think about Palimony?

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Filmstrip and Cassette: "Marriage and Families," Office of Curriculum and Instruction, The School District of Philadelphia

*This activity has been designed and/or used successfully by: Virginia Daniel
Ben Franklin High School, Philadelphia, PA 19130

Activity 85

Subject Area: Health Education

Grade Level: Senior High

Title: Human Sexuality

BEHAVIORAL OBJECTIVES:

3.03 The students will be able to determine the characteristics and qualifications of a variety of occupations.

2.12 The students will show understanding of the different types of educational preparation that are necessary for various careers.

*Capsule Activity Description:

Students will recognize through the advertisement media those items which affect the sexual attitudes of individuals.

ACTIVITY (two weeks)

1. Bring to class old magazines and newspapers for students use to work on the following assignment.

*Note: Have scissors available for each student.

2. Explain to students that they are to select two pictures which give an example of sexual exploitation through advertisement.

3. After their selection, have the students explain how sexual exploitation is display in their selection.

Note: Also include other advertisements besides pictures that imply sexual exploitation; example: music - describe song and how it involves sexual exploitation.

4. For the next class presentation, have the students list the various careers in the advertisement field; included in their report: educational preparation, job description, job opportunities, and economic status.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

VICS-81 Computer (List of occupations related to Advertising)
Check with your counselor's office in your school

*This activity has been designed and/or used successfully by: Virginia Daniel
Ben Franklin High School, Philadelphia, PA 19130

Activity 86

Subject Area: Health Education

Grade Level: Senior High

Title: Human Sexuality

BEHAVIORAL OBJECTIVES:

5.07 The students will show recognition of the need for making a meaningful career choice.

5.11 The students will show that they have learned that one's interests can be used to plan and make decisions.

*Capsule Activity Description:

Students will display awareness of individual values and goals and how they relate to career choices; students also practice writing skills in this activity.

ACTIVITY (two weeks)

1. Each student will write a paper on the theme: "The kind of family I would like to establish."
2. Explain that they are to start in class with a rough draft of their ideas and gradually work toward completing their theme.
3. List on the board several ideas which could be included in their theme for incentive and to get the students to use their creativity. Example: selection of mate-description, career choice, number of children, etc.
4. Assist students where needed.
5. Inform students paper should be completed and presented orally by the next class meeting.

RESOURCES

Community Contacts:

Free Information:

Film: "Woman Child," Office of Curriculum and Instruction, The Board of Education, School District of Philadelphia

Other Resources:

Filmstrip and Cassette:	"Marriage and Families," Office of Curriculum and Instruction, The Board of Education, School District of Philadelphia

*This activity has been designed and/or used successfull by: Virginia Daniel
Ben Franklin High School, Philadelphia, PA 19130

Activity 87

Subject Area: Health Education

Grade Level: Senior High

Title: Human Sexuality

BEHAVIORAL OBJECTIVES:

4.01 The students will give evidence of the development of a positive self-image.

4.08 The students will show understanding of the factors that influence them to need or want certain social and economic rewards.

4.11 The students will show awareness that individual values determine individual needs and relate to a desired standard of living.

*Capsule Activity Description:

Students will display their awareness of how individual values and needs influence their career choice.

ACTIVITY (40 minutes)

1. Write on the board - Qualities of a good parent.
2. Have the students (individually) come to the board and list the quality they feel should be included.
3. Open the disucssion with the following questions:
   a. Are these qualities you desire as a parent? Why?
   b. How would you ensure this purpose?
4. Have students then rate each quality listed on the board according to their priority. (on a scale of 1 to 10)

RESOURCES

Community Contacts:

Free Information:

Booklet: Am I ready to be a Father or Mother?; Office of Curriculum and Instruction, School District of Philadelphia

Other Resources:

*This activity has been designed and/or used successfully by: Virginia Daniel Ben Franklin High School, Philadelphia, PA 19130

Activity 88

Subject Area: Health Education

Grade Level: Senior High

Title: "tell it like it is ..... with
the ungame" (Part I)

BEHAVIORAL OBJECTIVES:

1.01 The students will give evidence of the development of tolerance and flexibility in interpersonal relationships.

1.02 The students will analyze the relationship between job requirements and their personal and professional goals.

1.03 The students will show development of a receptivity for new ideas and an exploration of new ideas.

*Capsule Activity Description: (small groups)

Students will become familiar with group activity that encourages sharing and listening and one which stimulates the exploration of attitudes, feeling, motives, and values.

ACTIVITY

1. Arrange the class around a round or rectangle table for easier reach to the playing board.

2. Explain the rules of the Ungame.

   a. The Ungame was designed for you to experience the fun of learning how to communicate more effectively. As you share thoughts, ideas and feelings, you will develop a deeper understanding of others and of yourself. Each person's ability to respond and become involved will improve as he/she continues to TELL IT LIKE IT IS. You'll find the Ungame both entertaining and educational.

   b. Select a set of cards and place it in the center of the board. In this lesson, selection of the yellow set is used to loosen-up the students in preparation for the next group cluster.

*Note: The two sets mentioned are the yellow cards - for light hearted fun, and white cards - to gain deeper understanding. Also included are blank cards. You may write your own question on these cards, dealing with your particular interest or purpose, and then insert the cards in the deck, if you like.

c. Each person selects one colored piece and places it in the center of the board on "start." There are six pieces but one can improvise by having partners and alternating chances if there are more students than pieces.

d. Any one can begin. Roll the dice and more your marker according to the number rolled. The player to the left has the left turn.

e. If you land on a TELL IT LIKE IT IS space, draw a card. Read it aloud and then "tell it like it is." Answer honestly in 2 or 3 sentences. Explain your reason only if you wish. Keep answers brief and to the point. No other person can talk or make comments during your turn.

f. If you land on DO YOUR OWN THING space, your have several choices:

   1. You may make any comment you wish on any subject or

   2. You may ask someone a question that he may answer briefly without waiting for his/her turn or

   3. If you simply cannot think of something to say, draw a TELL IT LIKE IT IS card and do as it indicates.

g. If you land on a HANG UP space, read the statement aloud and respond accordingly. Explain your reason, if you wish. On your next turn, reenter at the arrow. If you land on the same hang up space again, repeat the action indicated there.

h. Emphasize there should be no talking, laughing, nor commenting unless it is your turn. Listen to each other and try to accept and understand the feelings shared by others.

3. Allow time for group discussion about the students' reactions to the Ungame.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

The Ungame Company, P. O. Box 6382, Anaheim, CA 92806

*This activity has been designed and/or used successfully by: Virginia Daniel
Ben Franklin High School, Philadelphia, PA 19130

Activity 89

Subject Area: Health Education

Grade Level: Senior High

Title: "tell it like it is . .... with
the ungame" (Part 2)

BEHAVIORAL OBJECTIVES:

1.06 The student will display the understanding that each student is unique and special.

1.11 The students will display realization that what they believe influences what they become and that what they believe may change as they continue to acquire knowledge.

1.13 The student will display an acquisition of vocabulary for identifying and stating personal goals.

*Capsule Activity Description:

Students will become familiar with group interaction which results in a deeper insight into oneself and a better understanding of those around you.

ACTIVITY

1. Refer to previous lesson or rules of the Ungame.
2. Select the set of white cards for students to gain a deeper insight and understanding of themselves.
3. Allow time for group discussion about second phase of the Ungame.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Virginia Daniel
Ben Franklin High School, Philadelphia, PA 19130

Activity 90

Subject Area: Baseball
Physical Education

Grade Level: 10-12

Title: Bunting a Baseball

BEHAVIORAL OBJECTIVES:

5.03 The students will display recognition that decision making involves some risk taking.

1.13 The students will display understanding that accepting a job implies acceptance of job responsibilities and requirements.

6.08 The students will refine problem solving skills by using them and experimenting with them.

7.04 The students will show understanding of the requirements and values of supervision.

*Capsule Activity Description:

1. Students realize the importance of a coach and his needs for successful sacrificing for the good of the team.

2. What or how well students master this skill contributes to the success of the team.

3. Students will realize importance of experimentation and control drills and practices, to gain competency.

ACTIVITY (40 minutes)

1. Using a bat, teacher demonstrates proper position for the 4 types of bunting: a. sacrifice bunt; b. push bunt; c. drag bunt; d. squeeze or suicide bunt.

2. Emphasize that the drag bunt is used primarily for left hand bunters because they have a better start to run plus the advantage of 2 or 3 steps, because they are nearer to first base and will usually be safe if properly executed.

3. Note that an outstanding drag bunter was Phil Ruzzuto of the old N.Y. Yankees and how he proficiently executed this feat and also that he was a right handed bunter. (Demonstrate to class.)

4. Have students hold bat with left hand at the handle and have them slide their right hand upward on bat with fingers behing bat (for right hand bunters). (Left hand bunters use same method for the sacrifice and push bunt.)

5. The next step is to have students turn and face pitcher when ball is released and be set for delivery, while they keep their eyes on the ball and judge the velocity of the ball.

6. At a short distance of 10 feet, have students practice placing the bunt in pairs while trading turns to practice.

7. This bunting procedure is difficult to master, but as they practice, soon students will make achievements necessary to utilize their skill in a future game upon the signal of teacher or coach when needed.

8. At conclusion of session, students sit in a compact group and are told about Phil Ruzzuto, and how, from a successful playing career or when his playing days were over, he placed his knowledge and skills into radio and TV and became very successful (commercials). This is an excellent example of carry-over skills and knowledge. Another good example is the career of Hall of Famer, Willie Mays, who now works as a Public Relations Director for Bally's Park Place Casino and lectures and visits with dignitaries and youngsters for the promotion of compatible relationships with all people. There are also many other examples.

RESOURCES

Community Contacts:

1. Recreation centers having league teams
2. Picnics or outdoor recreational facilities sponsored by church
3. Possible Babe Ruth (15-17) Leagues

Free Information:

Physical Education Teacher
Baseball Coach at school attended
Recreation centers interest in basic clinics
Invitation of baseball players who are presently playing on professional Teams

Other Resources:

School Library - books on baseball containing bunting
Text-book - Life of Baseball Greats
Attendace at school games, college or professional games
Films - ordered specially for bunting procedures by either the school team or school coach
Barnes Sports Library - Baseball by Jesse (Daniel), Trinity College

*This activity has been designed and/or used successfully by: Harold Ackerman
Ben Franklin High School, Philadelphia, PA 19130

Activity 91

Subject Area: Track/Physical Education

Grade Level: 10-12

Title: 100-yard Dash Start

BEHAVIORAL OBJECTIVES:

1.06 The students will display the understanding that each student is unique and special.

5.10 The students will experience the setting of individual goals.

6.01 The students will demonstrate acquired skills and good work habits in preparing for a career.

*Capsule Activity Description:

Students will realize that to achieve success in any given occupation or undertaking, they are given traits which can be developed as they undertake a learning situation. With effort and determination, the students will be able to ascertain their special level and better the skill over a period of time with practice.

ACTIVITY (40 minutes)

1. Students are motivated by the brief story of first race in Greece (776 B.C.) and how a boy name Coroebus won a race and became the first Olympic Games champion and received a crown of wile olive twigs and leaves (in lieu of a gold medal).

2. Explain to students that not everyone will become the world's fastest human, but their satisfaction wi-l come with a knowledge of basic starting and sprinting and self-improvement.

3. Have students line up on all 4 lines (squarely) of the gym. (Open arms for space.)

4. "Take your Marks" - first signal before start - shake themselves down to loosen all their muscles and receive maximum amount of oxygen. Then proceed to place one kneww at mid-arch or heel and opposite knee bent. Hands placed in "V" position behind line.

5. Students then drop heads to relax neck muscles and wait for second signal.

6. On the "Get Set" signal, take a deep breath and hold it. (This helps your concentration.) Keep your back in a straight line and buttocks slightly higher than your neck. Do not guess the noice of gun but rather concentrate on the act of starting. "Don't Jump Gun."

7. When the gun cracks (or if we use 2 pieces of wood and bang them together, they will sound like the gun crack) both feet push off against floor. First the rear foot and then the front foot and then glide out of the starting position. Use or reach out with the left arm (if you're right handed or right arm if left handed). This will give you good balance.

8. Let students practice these three positions until they perfect their own style and only permit students to travel 10 yards.

RESOURCES

Community Contacts:

Recreation Centers
Community Club Track Meets
Observing track meets to compare styles
Join the various track clubs in our area

Free Information:

School Track Coach
Club Track Coach
School Library - "Life of Jesse Owens."
Track and Field for Boys - by Payton Jordon, Stanford University

Other Resources:

Inquirer Track Classic
Penn Relays
High School Track Championships
Martin Luther King Games
School Track Team
"Jumbo" Elliott Memorial Relays

*This activity has been designed and/or used successfully by: Harold Ackerman
Ben Franklin High School, Philadelphia, PA 19130

Activity # 92

Subject Area: Physical Education

Grade Level: 10

Title: Basketball Relay

BEHAVIORAL OBJECTIVES:

7.02: Students will demonstrate the ability to work independently and in groups to attain a goal.

*Capsule Activity Description:

A basketball relay will be run in which the students will perform as individuals and as part of the group in order to obtain a goal.

ACTIVITY

There are four lines of ten students standing on the gym floor. On command from teacher students in front of each line dribble a ball to the opposite end of the gym, around a chair and back to his line. As he gets to the front of his line he bounce passes the ball to the last student in line. This student dribbles the ball in the same manner as the first student. This procedure is repeated until the entire line takes part in the relay. The first team to finish is the winner.

RESOURCES

Community Contacts:

Free Information:

Libraries

Other Resources:

Teacher's Guide for Physical Education
School District of Philadelphia

*This activity has been designed and/or used successfully by:

Vince Trombetta, Benjamin Franklin High School

Activity # 93

Subject Area: Physical Education

Grade Level: 10

Title: Worm Race

BEHAVIORAL OBEJCTIVES:
7.02:
The students will demonstrate the ability to work in groups to attain a goal.

*Capsule Activity Description:

Students take part in a group race so as to get the feeling of working together.

ACTIVITY

There are four lines of ten students sitting on the gym floor. On command from teacher student grabs ankles of student behind him and lines start forward. First line across finish line is winner. If line is broken students must stop and start again.

RESOURCES

Community Contacts:

Free Information:

Libraries

Other Resources:

Teacher's Guide for Physical Education
School District of Philadelphia

*This activity has been designed and/or used successfully by:

Vince Trombetta, Benjamin Franklin High School

Activity # 94

Subject Area: Physical Education

Grade Level: 10

Title: Capture the Sticks

BEHAVIORAL OBJECTIVES:

7.02: The students will demonstarte the ability to work independently and in groups to attain a goal.

*Capsule Activity Description:

The students will work as a team in order to capture the other teams sticks.

ACTIVITY

The group is divided into two groups. A dividing line is put between the two teams. Each team has three sticks and the object is to steal the other team's sticks without getting caught. If you are caught on the other team's territory you are a prisoner and csn only be freed when one of your own teammates who is free touches you. The team that captures all the other team sticks is the winner.

RESOURCES

Community Contacts:

Free Information:

Libraries

Other Resources:

Teacher's Guide for Physical Education
School District of Philadelphia

*This activity has been designed and/or used successfully by:

Vince Trombetta, Benjamin Franklin HIgh School

Activity # 95

Subject Area: Physical Education

Grade Level: 10

Title: Three Deep

BEHAVIORAL OBJECTIVES:

5.02:
The students will demonstrate their ability to use decision-making strategies and skills.

*Capsule Activity Description:

By good decision-making the student will avoid being caught.

ACTIVITY

All players but two form in a double ring facing inward, one behind the other. The two odd players, one of whom is the runner and the other is the chaser. Object is for the chaser to tag runner. The runner may save himself by moving in front of a couple facing inward making three deep and the outer man then becomes runner. Should chaser tag runner, they exchange places, runner becoming chaser, and chaser being liable instantly to tagging.

RESOURCES

Community Contacts:

Free Information:

Libraries

Other Resources:

Teacher's Guide for Physical Education
School District of Philadelphia

*This activity has been designed and/or used successfully by:

Vince Trombetta, Benjamin Franklin HIgh School

Activity 96

Subject Area: Physical Education

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES:

3.03 The students will be abel to determine the characteristics and qualifications of a variety of occupations.

*Capsule Activity Description:

The students will be able to list 25 occupations that are related to physical education and recreation.

ACTIVITY

The teacher plans to divide students into groups to research the following occupational areas: (1) lodging; (2) recreation; (3) entertainment; (4) cultural services; (5) sports; (6) food and beverage services; and (7) travel services and promotion. Persons employed in one or more of these areas will be invited to address the class.

Each study group presents its findings by means of a panel discussion.

The students list 25 occupations and describe the education and training required for each.

The teacher evaluates each student's presentation and his or her participation in the study groups.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

Guest speakers (travel agent, sightseeing guide, booking agent, car rental agent, caterer, flight kitchen manager, convention director, umpire, curator, historical site director, concert promoter, amusement park manager, park superintendent, and so forth)

*This activity has been designed and/or used successfully by: California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 97

Subject Area: Physical Education

Grade Level: 10-12

Title: Pommelled Horse

BEHAVIORAL OBJECTIVES:

1.10 - The students will be able to identify and set short term goals.

*Capsule Activity Description:

The students will show realization that continual and progressive learning is a part of life and career adjustment.

ACTIVITY (40 minutes)

1. Teach basic procudure for mounting the pommelled horse using proper grip, leg position, and jumping pattern, a certain Kinesthetic Reaction for repeated practice for style.

2. On a 0-10 progression scale, start with the #1 progression movement by mounting in a front support position, using or stressing good form - (toes together and body in an arched position.)

3. All students will attempt this #1 scale progression by practicing with reasonable good form to accomplish their satisfaction.

RESOURCES

Community Contacts:

1. School gym as part of extra-curricular time schedule
2. Neighborhood Gymnasium

Free Information:

1. Film from school library (if available)
2. Gymnastic handbook from library showing form involved for initial starting movement.
3. Assistance from Gymnastic Coach

Other Resources:

1. Monthly Gymnastic Magazine (Modern Gymnast)
2. Local Y.M.C.A.
3. Recreational Center
4. Use of television through national gymnastic meets.

*This activity has been designed and/or used successfully by: Harold Ackerman, Ben Franklin High, Phila. PA 19130

Activity # 98

Subject Area: Physical Education

Grade Level: 10-12

Title: Pommelled Horse

BEHAVIORAL OBJECTIVES:

1.10 - The students will be able to identify and set short term goals.
6.09 - The students will show increased proficiency in the safe use of tools, equipment, and materials needed to perform various tasks.

*Capsule Activity Description:

Students realize that one's success in work is affected by one's attitude geared toward maximum safety precautions.

ACTIVITY (40 minutes)

1. Teach basic safety precautions in the proper placement of a pommelled horse, previously known as the side horse.
   - A. Test for unrelated movement which could cause a safety problem.
   - B. Test for use of proper materials. Self determination of the proper amount of magnesium for use and stableness of both pommels. (20 minutes for A & B)
2. Have students practice, individually, to test all safety precautions necessary before attempting a 0-10 scale of progression. (20 minutes for #2).

RESOURCES

Community Contacts:

Neighborhood Recreational Center

158

Free Information:

1. School Library - multitude of books centering on the subject of Gymnastics.
2. School Physical Education Teacher
3. School Gymnastic's Coach

Other Resources:

1. Modern Gymnastic Magazine (monthly)
2. Local Y.M.C.A.
3. Recreation Center Gymnastic Club or Team
4. Summer Gymnastic Clinic throughout state

*This activity has been designed and/or used successfully by: Harold Ackerman
Ben Franklin High, Phila. PA 19130

Activity # 99

Subject Area: Home Economics

Grade Level: 10th

Title: Human Growth and Development

BEHAVIORAL OBJECTIVES:

1.15 The students will be able to illustrate the relationship between career and self-satisfaction.

*Capsule Activity Description:

Looking at the Child Care role and field.

ACTIVITY

- -Take turns at reading aloud, "Responsibility for Children," and "When you are a babysitter." or "Caring for Small Children," in Exploring Home and Family Living.
- -Make a list of standards for the person taking care of a child.
- -Make a list of jobs where a person works with children.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Faith J. Mbonu
Ben Franklin High School , Philadelphia, PA.

Activity # 100

Subject Area: Home Economics
Human Development

Grade Level: 10

Title: Human Development

BEHAVIORAL OBJECTIVES:

1.11 The students will display realization that what they become and that what they believe may change as they continue to acquire knowledge

*Capsule Activity Description:

Preparing background information for a site visit.

ACTIVITY

-discuss the things children learn form their parents and other around them.
-interpret the following
  the parent is the child's first teacher
  the parent is the child's counselor
-develop an observation sheet for general use
-list child care facilities in the home area

RESOURCES

Community Contacts:

Free Information:

Supplement #1- (provided) duplicate

Other Resources:

Teen Guide to Homemaking
"Responsibility for Children"
Exploring Home and Family Living

*This activity has been designed and/or used successfully by: Faith J. Mbonu
Ben Franklin High School, Phila. Pa.

Activity # 101

Subject Area: Child Development

Grade Level: 10th

Title: Site Observation Early Childhood

BEHAVIORAL OBJECTIVES:

1.16 The students will be able to explain the need for positive relationships between themselves and others to perform a job.

*Capsule Activity Description:

Visit site where he/she can observe and work with children.

ACTIVITY

- -Visit sites where he/she can observe and work with children.
- -Each student will have an observation form (made up as previous class activity).
- -On the first visit student will obsreve the activity in the center between staff and children.
- -Student will complete assignments A,B, and C on Observation Supplement #1

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Faith J. Mbonu
Ben Franklin High School, Phila. PA

Activity # 102

Subject Area: Home Economics

Grade Level: 10, 11, 12

Title: Marriage/Living together arrangement

BEHAVIORAL OBJECTIVES:

1.03 The students will display awareness that development of self is constantly changing.

*Capsule Activity Description:

Students will become aware of career opportunities in family counseling areas.

ACTIVITY (100 minutes, 2 periods)

1. Each student must complete a questionnaire on the qualities needed for counseling.(10 minutes)
2. Have students in groups of four sharing the questionnaire and placing in ranking order, which qualities are most important.(10 minutes)
3. Each group reports out to the class the findings from their group. (10 minutes)
4. Discussion in class on what is a counselor.
5. Discussion in class on what family counseling is.
6. Discussion on who would need or benifit from family counseling.
7. Students will be given time to role play.
8. Class wrap up of all above activities.

RESOURCES

Community Contacts:

Free Information:

Other REsources:
Attitude Questionnaire #3
Personality Trait Analysis
1976 by Butterick Publishing, a division of American Can

*This activity has been designed and/or used successfully by: Faith J. Mbonu
Ben Franklin High School, Phila. PA

Activity # 103

Subject Area: Home Economics, Careers in Child
Care and Youth Guidance

Title: Getting From Here to There

BEHAVIORAL OBJECTIVES:

5.10 The students will experience the setting of individual goals.

*Capsule Activity Description:

Students will look at where they are and have a realization of how to move towards their individual goal.

ACTIVITY

-Students will be introduced to the filmstrip(Getting From Here to There)
Part of-A Career Education Program
from Butternick Publishing, 1975.
-Reactions to What's Been Seen and Said.: Have the students discuss the education and work experiences of individuals in the filmstrip.
-From Interests to Occupations; After viewing the filmstrip, have students identify career abstacles and career changes faced by individuals in the filmstrip.
-Discuss the "less than Perfect" aspects of jobs mentioned in te filmstrip
-Discuss thefollowing statement iwth your sutdents "if aman has a talent and cannot use it, he has failed; If he has a talent and uses only half of it he has partly failed."

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Faith J. Mbonu
Ben Franklin High School, Philadelphia, PA 19130

Activity # 104

Subject Area: Foods and Nutrition

Grade Level: 12th

Title: A Plan of Work is needed to prepare
food for quantity cookery.

BEHAVIORAL OBJECTIVES:

2.10 The students will identify skills acquired in school that are relevant to selected occupations.

*Capsule Activity Description:

A plan of work is needed to prepare food for quantity cookery.

ACTIVITY

-Establish daily maintenance task must be done on equipment used in food preparation.
-Establish precautions to be taken in handling and using equipment.
-Establish a list of food-borne illnesses caused by improper food handling.
-Complete Supplement #8 Food production

RESOURCES

Community Contacts: Local restaurants, hospitals for speakers or site visits.

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Faith J. Mbonu
Ben Franklin High School, Philadelphia, PA 19130

FOOD AND NUTRITION

TWELFTH GRADE

FOOD PRODUCTION

Circle the letter in front of the following statements which best answers the question:

1. What would be the best practice for a cook in order to simplify the work of food preparation?

   a. use both hands
   b. use just the right hand
   c. use just the left hand
   d. never use both hands

2. What practice in food service is most efficient?

   a. leave the tools and utensils to soak overnight
   b. wash tools and utensils after closing for the day
   c. wash and put away tools and utensils as you work
   d. clean tools at the end of each week

3. An experienced food service worker must have 12 cupcakes ready to serve at a noon meal. What should be do first?

   a. prepare the icing
   b. read the standarized recipe
   c. preheat the oven
   d. get out the necessary equipment

4. A standardized recipe means one which:

   a. was brought into the lab from home
   b. is used by most homemakers
   c. is tested before the cooks use it
   d. is useful for preparing a luncheon for 3 guests

5. A roux is a mixture of:

   a. milk, eggs, and flour
   b. cornmeal and milk
   c. fat and flour
   d. cornstarch and milk

6. A baked chicken dish would be prepared in:

   a. the baking department
   b. the salad station
   c. the entree station
   d. the soup and sauce station

Activity: # 105

Subject Area: Clothing and textiles

Grade Level: 12th

Title: Applying for a job

BEHAVIORAL OBJECTIVES:

2.7 The students will show their understanding that educational planning is necessary for all students.

*Capsule Activity Description:

Discuss and complete a job application.

ACTIVITY

- -Check newspapers for ads concerning employment opportunities
- -Discuss what jobs are listed in the clothing textile areas.
- -Complete an application for employment
- -Go over the completed application in class
- -Make corrections for home assignments

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Faith J. Mbonu
Ben Franklin High School, Philadelphia, PA 19130

CLOTHING AND TEXTILES

TWELFTH GRADE

APPLICATION FOR EMPLOYMENT

Date ____________________

Name ____________________ Maiden Name ____________________
Last First Middle

Address ____________________ Phone ____________________

	Date of Birth			Sex			
Age	Month	Day	Year	Male	Female	Height	Weight

____ Married ____ Widow

____ Single ____ Widower

____ Divorced ____ Separated

Number of Depemdents

Social Security Number

Name of Wife (Husband) ____________________ Occupation of Wife (Husband) ____________________

Name of Employer ____________________ Address of Employer ____________________

Do you have any physical defect(s)? Yes ____ No ____ U.S. Citizen? Yes ____ No ____

Job applying for ____________________ Years of related experience ____

When could you start work? ____________________ Part Time ____ Full Time ____

Ever employed here before? Yes ____ No ____ When? ________ What job? ________

Names of relatives employed here ____________________ Relationship ____________________

Circle Highest Grade Completed

Grade School 1 2 3 4 5 6 7 8 High School 1 2 3 4 College 1 2 3 4
Date ____________ Date ____________ Date ____________

Other training ____________________ Special Skills ____________________

APPLICATION FOR EMPLOYMENT (continued)

Have you ever been arrested? (not including minor traffic violations) **Date of Arrest** **Charge**

Yes_____ No_____

Have you served in U. S. Armed Forces? Yes_____ No_____ Branch ______________

From__________ To__________ Draft Classification________________

In case of emergency notifiy____
Name Address Phone No.

169

Activity # 106

Subject Area: Home Economics

Grade Level: 12th

Title: Foods and Nutrition

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

*Capsule Activity Description:

The student will experience why it is important to have jobs regulating food standards.

ACTIVITY

-The students will experiment on how bacteria grows
-Use Supplement #7
-report findings to class

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Food and Drug Administration Bureau of Weights and Measures
Department of Agriculture
Department of Health Education and Welfare
Food and Drug Administration

*This activity has been designed and/or used successfully by: Faith J. Mbonu
Ben Franklin High School, Philadelphia, PA 19130

Supplement #7

FOOD AND NUTRITION

TWELFTH GRADE

EXPERIMENT TO DEMONSTRATE HOW BACTERIA GROW

Procedure: As the science teacher in your school to provide you with 5 agar plates. They are covered, round, glass dishes with a gelatin-like substance called agar in each plate. They are sterile, so no micro-organisms can grow in them until they are contaminated in some way.

Step 1. Open two of the plates. Run your fingers over the surface of the agar plates and quickly re-cover the plates. Mark them (1) and (2).

Step 2. Wash your hands with soap and warm water. Open the third plate. Run your fingers over the surface of the agar. Recover the plate quickly. Mark it (3).

Step 3. Pull off a single hair from your head. Open the fourth plate and lay the hair on top of the agar mixture. Re-cover the plate and label it (4).

Step 4. Open the fifth plate. Cough over it. Re-cover the plate quickly. Mark it (5).

Step 5. Set plates 1, 3, 4, and 5 on the counter in a warm place. Put plate (2) in the refrigerator.

Step 6. After two days, compare the bacterial growth. Which plate shows the most growth? Which shows the least growth? How does the first plate compare with the second?

Write a few short sentences relating this experiment to food preparation.

Check your results with your teacher.

Wash the agar plates thoroughly and return to the science lab.

Activity # 107

Subject Area: Home Economics

Grade Level: High School

Title: Parenthood

BEHAVORIAL OBJECTIVES:

5.02 The students will demonstrate their understanding that decision amking involves responsible action.

*Capsule Activity Description:

Students will become aware that aprenthood in our society is a matter of choice, not obligation.

Students awareness that conflicts and new problems arise while performaing the parents role.

ACTIVITY

Terms that appear in the filmstrip should be reviewed before veiwing the film.

a. Nurturing
b. socializing offspring
c. abdicate authority

View Filmstrip - Parenthood Part #1
Process the filmstrip with discussion of the major points in the film. The following quotations from the filmstrip provide a provocation basis for discussion:

1. "Traditionally, parents are responsible for nurturing their children physically and emotionally."

2. What are some of the ways in which families nurture their children (i.e. providing food, housing, love)

3. What do you think happens to a child who is deprived of emotional nurturing?

4. "Traditionally, parents are responsible for... and for transmitting the values and skills that will permit their child to function in society."

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Butterick Publishing , Program 2-Marriage and Parenthood-Family Life, 1976.

*This activity has been designed and/or used successfully by: Faith J. Mbonu
Ben Franklin High School, Phila. PA.

Activity # 108

Subject Area: Industrial Education

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES

4.01 - The students will show recognition that worker productivity is influenced by rewards.

6.03 - The students will recognize the materials, processes, and tools of occupations.

6.09 - The students will show increased proficiency in the safe use of tools, equipment, and materials needed to perform various tasks.

*Capsule Activity Description:

The students will be able to synthesize the steps involved in creating a mass-produced product and will be able to explain the opportunities and economics of a woodworking enterprise.

ACTIVITY

The instructor plans to discuss the subject of mass production and the steps required to set up a mass production run (planning, designing, drafting, cost analyzing, making flowcharts, operating machines, finishing, selling, and distributing).

The students are to be divided into the following work sections: (1) planning, designing, and drafting: (2) cost analysis and production flow; (3) prototype and fixtures; (4) ½ersonnel; and (5) quality control.

The class is to make holder for cassette tapes. The students organize themselves into five sections.

Section 1 designs the product.

Section 2 determines the cost and, if the cost is excessive, tries to reduce the cost. This section makes a flowchart of the product as it is machined and assembled.

Section 3 makes a prototype and designs and makes the fixtures for the mass production run.

Section 4 is responsible for assigning jobs and for making sure that each student knows what his or her job is.

Section 5 is responsible for making templates and fixtures and for checking each machined part.

Timecards are maintained by each student to account for the wages that would be paid and to determine the actual cost of the product minus tool and equipment amortization. The students determine the percentage of markup on similar products in retail store.

The teacher evaluates each student's participation in the project. The students can evalute the quality of the finished product.

RESOURCES

Community Contacts:

Personnel from industry

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by

California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelve

Activity # 109

Subject Area: Industrial Education

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES

2.01 - The students will give evidence of their understanding of the interrelationship between education and work.
6.03 - The students will recognize the materials, processes, and tools of occupations.
6.05 - The students will discover that workers bring dignity and worth to their jobs.

*Capsule Activity Description:

The students will be able to read blueprints for framing a house, understand key terms in house planning, develop a list of materials needed for framing a house, and construct a scale model of a house from a scale blueprint.

ACTIVITY:

The teacher plans to have a carpenter visit the classroom. The teacher and the carpenter engage the students in a discussion of occupations in the building trades. The class then can visit a construction site.

A local building inspector can be invited to explain and discuss what an inspector looks for when inspecting a new residential dwelling for approval of the construction.

The students discuss with the teacher how to read blueprints. They take notes on key terminology.

The students prepare a list of mateirals needed for the construction of a scale model house and pruchase the required materials. They measure, cut, and assemble the model according to blueprint specifications.

A carpenter representative visits the class to talk about occupations in the building trades, and the students visit a construction site.

A building inspector visits the class to discuss the scale model and the reqourements for construction approval.

The model house should meet the requirements of the local building code when it is inspected by the building inspector.

RESOURCES

Community Contacts

Free Information:

00117

Other Resources

Carpenter
Building inspector
Blueprints for house construction
Printed materials explaining blueprint reading and terminology

*This activity has been designed and/or used successfully by

California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelve.

Activity #110

Subject Area: Mathematics/Industrial Arts

Grade Level: Intermediate or High School

Title:

BEHAVIORAL OBJECTIVES

2.10 - The students will identify skills acquired in school that are relevant to selected occupations.

6.08 - The students will refine problem-solving skills by using them and experimenting tieh them.

*Capsule Activity Description

The students will be able to perform a number of specific measurement activities required in various construction occupations.

ACTIVITY

The teacher plans to instruct students in the various measurement techniques that are used to determine height, length, angles, and the like.

Groups of students are to be given specific problem-solving assignments including problems available in mathematics texts and problems that involve measurement of various school-site facilities; e.g., classrooms, school buildings, fields, athletic facilities, and the like.

Members of the industrial arts staff are to be invited to discuss the various occupational roles performed at a construction site, and the use of measurement by the various workers, e.g., architects, carpenters, plumbers, electricians, and so forth. A field trip to a construction site is planned in cooperation with the industrial arts staff.

The class receives instruction in a variety of measurement techniques. The students perform a specified number and variety of measurement activities from textbook problems, school-site measurement tasks, student-initiated measurement tasks, and the like.

Each student chooses at least one occupational role in construction and researches it; i.e., mathematics skills required, educational preparation, training requirements and facilities, and assets and liabilities of the job. The students should develop a list of questions to ask the workers during the construction-site visit. The questions might be about measurement techniques, tools, mathematics as applied to the job, and the like.

The teacher evaluates each student's ability to complete at least ten measurement problems. The students also write reports on the relation of measurement skills to jobs in construction.

RESOURCES

Community Contacts

Free Information

0120
1250

Other Resources

Industrial arts staff
Textbooks
Measurement tools
Materials on careers in construction
A construction site

*This activity has been designed and/or used successfully by

CA State Dept. of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelve.

Activity # 111

Subject Area: Electric Shop

Grade Level: 10th Double Lesson Periods
100 Min.

Title: Making Dual Wire Cable

BEHAVIORAL OBJECTIVES:

3.16 - The pupils will identify and classify local jobs.

*Capsule Activity Description:

Students will become aware of how certain processes are performed to produce a finished product, that is useful for variable task.

ACTIVITY

1. Students will observe demonstration of constructing dual wire as a cable.
2. Students will observe and recognize the use of various tools to complete task.
3. Students will also acknowledge and recognize the symbol representation of the cable as a separate device.

RESOURCES

Community Contacts:

Neighborhood Electrician
Area Supply House
Area Vocational School
Area High School Shop Program
Community Library

Free Information:

Philadelphia Electric Ccompany
City Apprenticeship Program
Local #98 Electricians Union

Other Resources:

Local #98 Electricians Union

*This activity has been designed and/or used successfully by: Earl Hooks, Ben Franklin High, Phila. PA

Activity # 112

Subject Area: Electric Shop

Grade Level: 10th Double Period Lesson
100 Min.

Title: Methods of Unsheathing None
Metalic Sheath Cable

BEHAVIORAL OBJECTIVES:

7.09 - The pupils will demonstrate acquired skills, good work habits, and basic attitudes needed for success in completing tasks.

7.04 - The pupils will show recognition of the implications of working with and without supervision.

Capsule Activity Description:

ACTIVITY (2 periods - 100 minutes

1. Students will obtain Romex wire stripper and improvised cutting edge used as hand knife.
2. Student will also receive from tool crib, None Metalic Sheath Cable to practice wire stripping.
3. Students will demonstrate as they were illustrated, the use of the Romex stripper.
4. Students will also retreive more None Metalic Sheath Cable to demonstrate unsheathing of Romex with knofe.
5. Students will also demonstrate the stripping of insulation from conductor wires with cutting edge.

RESOURCES

Community Contacts:

Neighborhood Electrician
Area Supply House
Area Vocational School
Area High School Shop Program
Community Library

Free Information:

Philadelphia Electric Company
City Apprenticeship Program
Local #98 Electricians Union

Other Resources:

Local #98 Electricians Union

*This activity has been designed and/or used successfully by: Earl Hooks, Ben Franklin High, Phila. PA.

Activity #113

Subject Area: Electrical Shop

Grade Level: 10th Double Lesson 100 Min.

Title: Basic Circuit Construction
& Functions

BEHAVIORAL OBJECTIVES:

2.05 - Children will show their recognition of the role of Education in career and life goals.
2.14 - Children will show recognition that a relationship exists between learning and performing various tasks.

2.15 - Children will show recognition that learning helps them to do things for themselves.

*Capsule Activity Description:

1) Students learn to succeed in individual hand on skill through activities of trial and error. 2) Students acknowledge importance of individual pursuits and self awareness. 3) Students learn to demonstrate some allied skills learned from math class.

ACTIVITY (2 periods - 100 minutes)

1. Each student will receive his and and her own circuit board.

2. Each student will retrieve from tool room, tools and equipment needed to complete task.

3. Each student will construct a basic wiring circuit and will call Instructor to witness test and performance of:

   a) Functions of electrical devices and their uses.

   b) The type of circuit used.

   c) The specificatins as to length of cable and spacing of staples.

   d) The symbolic representation of all electrical devices.

RESOURCES

Community Contacts:

Neighborhood Electrician
Area Supply House
Area Vocational School
Area High School Shop Program
Community Library

Free Information:

Philadelphia Electric Company
City Apprenticeship Program
Local #98 Electricians Union

Other Resources:

Local #98 Electricians Union

*This activity has been designed and/or used successfully by: Earl Hooks, Ben Franklin High School, Phila, PA

Activity # 114

Subject Area: Electric Shop

Grade Level: 10th Double Period Lesson
100 Min.

Title: Archtectural Scales

BEHAVIORAL OBJECTIVES:

3.23 - The pupils will show recognition of the role of present school experiences in preparation for future career performance.

6.08 - The pupils will show familiarity with process skills and techniques of problem solving.

*Capsule Activity Description:

Student will become aware of importance of reviewing past math skills, being applicable to present subject activities.

ACTIVITY

1. Review shop math on application of fractions.
2. Discuss relationship of fractions to reading of the ruler scale.
3. Review and illustrate example of ratio proportions.
4. Give a practice quiz on problems of ratio and proportion.
5. Explain architectural definitions of scale.
6. Explain and show method of architects example of scaling a blue print.
7. Have students practice with rulers using various dimensions of scale ratios.

RESOURCES

Community Contacts:

Neighborhood Electrician
Area Supply House
Area Vocational School
Area High School Shop Program
Community Library

Free Information:

Philadelphia Electric Company
City Apprenticeship Program
Local #98 Electricians Union

Other Resources:

Local #98 Electricians Union

*This activity has been designed and/or used successfully by: Earl Hooks, Ben Franklin High, Phila. Pa.

Activity # 115

Subject Area: Electric Shop

Grade Level: 10th Double Period Lesson
100 Min.

Title: Methods of Unsheathing Non Metalic Sheath Cable

BEHAVIORAL OBJECTIVES:

3.03 - The pupils will show their understanding that occupations have varing characteristics and qualifications.

3.23 - The pupils will show recognition of the role of present school experiences in preparation for future career performance.

*Capsule Activity Description:

Students will learn the use of using various tools, and that certain tools are used for various operations in a versatile and skilled manner, through activities of Trial and Error.

ACTIVITY

1. Students will observe demonstrations of two methods used to unsheath Romex cable.
2. Students will observe the single operation of a Romex wire stripper.
3. Students will also observe the advantage of multi-operational use of a Electricians knife.
4. Students will observe the unsheathing of Romex cable with the knife.

RESOURCES

Community Contacts:

Neighborhood Electrician
Area Supply House
Area Vocational School
Area High School Shop Program
Community Library

Free Information:

Philadelphia Electric Company
City Apprenticeship Program
Local #98 Electricians Union

Other Resources:

Local #98 Electricians Union

*This activity has been designed and/or used successfully by: Earl Hooks, Ben Franklin High, Phila. Pa.

Activity #116 (2 periods)

Subject Area: Tailoring

Grade Level: 10+ (Special Ed.-
EMR's.)

Title: Future career/education

BEHAVIORAL OBJECTIVES:

2.04 The students will demonstrate their understanding of the need for continuing education in a changing world.

2.09 The students will show realization that continual learning is a part of life and career adjustment.

*Capsule Activity Description:

Students will, through answering questionnaire determine their futures in education and careers.

ACTIVITY (lesson one of two)

1st period. Discuss and review, with previous student notes and blackboard illustration/notes, individual student's further education and career.

2nd period. Students respond to questionnaire, seeking out their preference determinations for:

a) education
b) career
c) other intentions

QUESTIONNAIRE

In order to assist us in determining your future, it would be helpful if you would answer the following questions as to your occupational preference.

Name: ______________________________ Bk.# ________________ Date ________________

1. Do you plan to attend: 4-year college _____ community junior college _____

other post-secondary school, i.e., business college or technical school _____

2. What is your occupational preferences? List below your first, second, and third choices:

Doctor_____
Lawyer_____
Criminologist_____
Poet_____
Clerk_____
Fireman_____
Metal Trades_____
Upholsterer_____
Tailor_____

Teacher_____
Architect_____
Biologist_____
Pilot_____
Computer Tech_____
Mechanic_____
Building Trades_____
Plumber_____
Welder_____

Engineer_____
Business Admin_____
Liberal Arts_____
Banker_____
Typist_____
Draftsman_____
Plumber_____
Truck Driver_____
Carpenter_____

Accountant_____
Chemist_____
Artist_____
Bookkeeper_____
Policeman_____
Electrician _____
Automotive_____
Ball Player_____
Stenographer_____

Other_________________________

Do you plan to enter the Armed Forces?

Which branch?__________________________ What occupation?__________________________

Have you had any experience in the trade you wish to enter? ____________________

Have you had any experience in any other area or occupation? ____________________

Have you received counseling in your occupation preference? ____________________

If yes, when? Give dates ___________ ____________________

Give any further remarks you wish to add to the above:

____

____

____

____ ________________________________

RESOURCES

Community Contacts:

1. Student organization officer/member.
2. Opportunities Industrilization Center.
3. Garment workers Union.

4. U.S. Armed Services Centers.

Free Information:

1. Library - Books on Careers.
2. VICS machine results.

Other Resources:

1. Job Coordinator
2. Counselor

*This activity has been designed and/or used successfully by:

Iris McGrane, Ben Franklin HIgh School, Philadelphia, PA 19130

Activity # 117 (2 periods)

Subject Area: Tailoring

Grade Level: 10+ Special Ed:
EMR)

Title: Role Playing - Employer/
Employee

BEHAVIORAL OBJECTIVES:

3.14 The students will identify the immediate steps necessary following high school to gain entrance into their chosen careers.

7.08 The students will complete actual or simulated job-seeking tasks such as completing an application form, writing a letter of application, preparing a resume, and engaging in an interview.

*Capsule Activity Description:

Students will role-play alternately in employer/employee situations in job application/interviews.

ACTIVITY (lesson two of two)

1. Review of student's individual job preferences and abilities.

2. Preparation by students of identification card, showing:

   name
   address
   telephone #
   abilities

3. Students will role-play employer/employee in job application interviews.

RESOURCES:

Community Contacts:

1. Administrator from Dept. Labor or CETA
2. Local unions, businesses, etc.

Free Information:

1. Library books on employment application
2. Movies on employment application

Other Resources:

School Job Coordinator

*This activity has been designed and/or used successfully by:

Iris McGrane, Ben Franklin High School, Philadelphia, PA 19130

Activity # 118

Subject Area: Tailoring

Grade Level: 10+ (Special Ed., EMR)

Title: Basic quiz to seek personal job preferences from characteristics

BEHAVIORAL OBJECTIVES:

3.20 The students will analyze the relationship between job requirements and their personal and professional goals.

5.01 The students will show development of a vocabulary for identifying and stating personal goals.

*Capsule Activity Description:

Students will develop more career awareness.

ACTIVITY

1. Discuss with class student careers through personal choice, characteristics, physical aptitude, etc.
2. Give quiz on personal choice of current activity, personal characteristics, attendance, punctuality, etc.

QUESTIONNAIRE

Name ______________________ Bk.# ______________________

Date ______________________

Please answer the following questions as to your future career ....

1. Do you like to work with your hands?

2. Do you enjoy all forms of English - literature, spelling, reading, writing?

3. Do you enjoy mathematics?

4. Do you like to move around instead of sitting down to work?

5. What do you dislike doing the most?

6. What do you like doing the most during your school day?

7. Do you enjoy communicating with people?

8. Do you possess great patiences in what you do?

9. Do you possess great patiences with other people?

10. How often have you been late for school so far this year?

11. How many times have you had excused absences this year?

RESOURCES

Community Contacts:

1. Guest speaker from another business/classroom-teacher, counselor, coordinator, etc.

Free Information:

1. Department Labor Literature
3. Labor union literature
4. College/university/trade school literature

Other Resources:

*This activity has been designed and/or used successfully by:

Iris McGrane, Ben Franklin High School, Philadelphia, PA 19130

Activity # 119

Subject Area: Tailoring

Grade Level: 10+ (Special Ed. EMR)

Title: Attitudes for Entry Level Skills

BEHAVIORAL OBJECTIVES:

6.02 The students will display development of basic attitudes needed for success in a career.

8.01 The students will show development of positive attitudes toward employment.

*Capsule Activity Description:

Students will become more aware of the importance of attitudes necessary for the world of work.

ACTIVITY

1. Discuss student views on attitudes of life-role competencies and secure some interaction for behavioral feedback.
2. List, on blackboard, ten most valuable traits required by employers. Seek out student interaction on those expectations.

RESOURCES

Community Contacts:

1. Have Director of Garment Workers Union speak on attitudes of new employees.
   or
2. Have a grad student, now placed in tailor shop, give direction on attitudes.

Free Information:

1. Hand-outs
2. Book - Me and My Job
3. Slides
4. Newspaper ads.

Other Resources:
1. School counselor
2. Field trip to local tailor shop.

*This activity has been designed and/or used successfully by: Iris McGrane
Ben Franklin High School, Philadelphia, PA 19130

Activity #120

Subject Area: Tailoring

Grade Level: 10+

Title: Game analysis-word skills

BEHAVIORAL OBJECTIVES:

2.02 The students will demonstrate their acquirement of a vocabulary for educational planning.

*Capsule Activity Description:

1. Students will concentrate on word game and broaden knowledge of world of work.

ACTIVITY

Give each student paper and pencil. Put long word on blackboard, such as

ANTIDISESTABLISHMENTARIANISM

Ask students to find as many words as possible from this word connected to the world of work. Each vowel or consonant may be used twice.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

1. Dictionary
2. List of words connected with various careers.

*This activity has been designed and/or used successfully by: Iris McGrane
Ben Franklin High School, Philadelphia, PA 19130

Activity # 121

Subject Area: Tailoring

Grade Level: 10+ (Special
Ed - EMR)

Title: Needle Trades
Questionnaire

BEHAVIORAL OBJECTIVES:

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

3.03 The students will be able to determine the characteristics and qualifications of a variety of occupations.

*Capsule Activity Description:

Students will determine, through answering questionnaire, their preference from needle trade jobs available.

ACTIVITY

1st period.

1. Discuss with each individual student, his/her potential and preference in needle trades occupations.
2. Review, with previous notes, each individual position in the needle trade with its environment.

2nd period

Give simple questionnaire, seeking student job preference in needle trades.

QUESTIONNAIRE

Name______________________ Bk. #____________

Date____________

Please answer the following questions as to your future career in the garment industry.

Which of the following jobs in the garment industry do you enjoy working on? Give preferences - 1st, 2nd, 3rd, etc...

Power Machine Operation - Single Needle ____
Double Needle ____
Merrow ____
Buttonhole ____
Blind Stitch ____
Bartack ____
Elasticizer ____
Other ______________

Cutter ________
Patternmaker ________
Spreader ________
Hand sewer ________
Finisher ________
Presser ________
Tagger ________
Assembly/Clerk ________
Checker ________
Machine mechanic ________
Other ________________

RESOURCES

Community Contacts:

1. Garment workers union
2. Depart Labor - Garment Center - 816 South St., Philadelphia, PA

Free Information:

1. Literature/hand outs/ books on needle trades careers.
2. Film strip - "Teach Your Clothes Mind ¢¢¢"

Other Resources:

1. School alumni non-employed in needle trades.
2. Job Coordinator

*This activity has been designed and/or used successfully by: Iris McGrane
Ben Franklin High School, Philadelphia, PA 19130

Activity # 122

Subject Area: Tailoring

Grade Level: 10+ (Special Ed:EMR)

Title: The Importance of Interpersonal Skills on the Job

BEHAVIORAL OBJECTIVES:

7.01 The students will show recognition of the implications of working independently and working with others.

7.03 The students will display awareness of groups and the interaction of group members.

*Capsule Activity Description:

STudents will acquire more interpersonal relationship skills.

ACTIVITY

1. Role play - employer/employee - "Job Interview."
2. Have students list their good/bad traits. Discuss them in class for student interaction analysis.

RESOURCES

Community Contacts:

Have guest speaker from Dept. Labor or local clergyman give talk on interpersonal relationships necessary in the world of work.

Free information:

1. Book - Body Language
2. Pamphlet - "The ever-open Door")
3. Classroom visual aid - "Always Put your head in gear before you put your mouth in motion."

Other Resources:

1. School counselor
2. N.T.A.

*This activity has been designed and/or used successfully by: Iris McGrane
Ben Franklin High School, Philadelphia, PA 19130

Activity # 123

Subject Area: Mathematics

Grade Level: Intermediate or
High School

Title:

BEHAVIORAL OBJECTIVES:

3.02 - The students will display their understanding of the variety and complexity of occupations and careers.
3.03 - The students will be able to determine the characteristics and qualifications of a variety of occupations.
2.05 - The students will show their recognition of the role of education in career and life goals.

*Capsule Activity Description:

The students will increase awareness of the variety of occupations by becoming familiar with the cluster classification of jobs and relating specific mathematics skills to job entry requirements.

ACTIVITY

The teacher introduces the concept of job classification, with specific emphasis on the cluster system. The 15 occupational clusters adopted by the U.S. Office of Education are introduced and adopted by the class as the system to be used during this activity.

The students will be provided an outline describing this project activity, guidelines for conducting an interview, and a form letter to be given to the person being interviewed. Each student plans to interview a family member, neighbor, or friend to learn about various occupations.

Through class discussions students learn to classify jobs of people they know into the 15 U.S. Office of Education job clusters.

Each student chooses an individual to interview about his or her job, with particular emphasis on the mathematics skills required for the job. The other skills and knowledge required to do the work, the job cluster category, and the skill and/or educational entry-level requirements also are discussed in the interview. After the interview each student reports the results to the class.

Each student writes up three mathematics problems that are related to the job of the person interviewed. The whole class works on the problems.

Discussions of job classifications of people interviewed and entry-level requirements are an ongoing part of the course curriculum.

Each student should complete one interview and write a report on the results. The student should be able to categorize jobs into a cluster system.

RESOURCES

Community Contacts

Free Information

Other Resources

Community resource people
U.S. Office of Education publications on job clusters

*This activity has been designed and/or used successfully by

CA. State Dept. of Education, Sacramento, CA. 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelv

Activity # 124

Subject Area: Mathematics

Grade Level: Intermediate or
High School

BEHAVIORAL OBJECTIVES

3.12-The students will show familiarity with a variety of career groupings and the types of jobs found in each grouping.
3.13-The students will identify several careers and the specialized jobs that are related to each.
7.05-The students will show recognition of the difference between an entry-level job and future mobility within that job cluster.

*Capsule Activity Description:
The students will increase awareness of the variety of occupations by becoming familiar with the cluster classification of jobs and relating specific mathematics skills to job entry requirements.

ACTIVITY

The students will be asked to list the various occupations of family members, relatives, neighbors, or friends.

The teacher introduces the concept of job classification, with specific emphasis on the cluster system. The 15 occupational clusters adopted by the U.S. Office of Education are introduced and adopted by the class as the system to be used during this activity.

The students will be provided an outline describing this project activity, guidelines for conducting an interview, and a form letter to be given to the person being interviewed. Each student plans to interview a family member, neighbor, or friend to learn about various occupations.

Through class discussions students learn to classify jobs of people they know into the 15 U.S. Office of Education job clusters.

Each student chooses an individual to interview about his or her job, with particular emphasis on the mathematics skills required for the job. The other skills and knowledge required to do the work, the job cluster category, and the skill and/or educational entry-level requirements also are discussed in the interview. After the interview each student reports the results to the class.

Each student writes up three mathematics problems that are related to the job of the person interviewed. The whole class works on the problems.

Discussions of job classifications of epople interviewed and entry-level requirements are an ongoing part of the course curriculum.

Each student should complete one interview and write a report on the results. The student should be able to categorize jobs into a cluster system.

RESOURCES

Community Contacts

Free Information

Other Resources

*This activity has been designed and/or used successfully by:
CA State Dept. of Education, Sacramento, CA 1977. Implementing Career Education Instruci-onal Strategies Guide for Kindergarten Through Grade Twelve.

Activity # 125

Subject Area: Math

Grade Level: 10-12

Title: Acquisition of Consumer Skills

BEHAVIORAL OBJECTIVES:

4.02 - The students will demonstrate acquisition of basic money management skills
4.03 - The students will demonstrate acquisiton of consumer skills.
4.05 - The students will display understanding of the relationship between occupational roles, personal economics, and life styles.

*Capsule Activity Description:

Students will practice math skills by comparison shopping using advertising media.

ACTIVITY (one class period)

Assignment for each student in the class:

You are a TV consumer reporter. The Memorial Day Weekend is coming up, and Acme Markets is having a "price war" with A & P Markets. Your viewers want to know at which of these markets they should shop for holiday items to save money. From the Advertising circulars put out by both markets compare prices and prepare a report for your viewers telling them which market they should trade with for holiday purchases and give your reasons.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Display Ads or advertising circulars from two stores

*This activity has been designed and/or used successfully by: Sister M. Barnes
Villanova University Teacher Corps, Graduate Intern

Activity # 126

Subject Area: Mathematics

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES

2.01 - The students will give evidence of their understanding of the interrelationship between education and work.

2.10 - The students will identify skills acquired in school that are relevant to selected occupations.

*Capsule Activity Description

The students will demonstrate an understanding of the practical application of mathematics techniques to a variety of specific jobs.

ACTIVITY

The instructor plans activities around the theme of application of the mathematics topics. The class will develop an outline of information required to understand the mathematics applied to a specific job.

The students prepare worksheets on the practical applications of mathematics. They can discuss the followinf applications:

Minimax problems in decision theory
Statistics used in research and economics
Calculus in physics
Trigonometry in astronomy and astrophysics
Differential equations in electrical engineering
Uses of the computer in engineering, social sciences, and so forth

The students may gather information in a variety of ways; i.e., through books, selected readings, or interviews with people at work (community college teachers, business and government personnel, family members, and the like).

The students develop an understanding of the practical application of mathemetics in relation to specific jobs. The teacher and students generate a list of jobs from which individuals can choose their areas of research.

At least once a month the students should be asked to present and demonstrate mathematics problems that pertain to the application of mathematics skills to a specific occupation.

Each student presents and demonstrates to the class at least one mathematics problem encountered by a worker in a specific occupation.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Rising, G., and R. Wiesen. Mathematics in the Secondary School Classroom: Readings, New York: Thomas Y. Crowell Co., 1972

SCHAUM'S OUTLINE series (Science and mathematics editions). New York: McGraw-Hill Book Co.

*This activity has been designed and/or used successfully by

CA State Dept. of Education, Sacramento, CA 1977. Implementing Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 127

Subject Area: Mathematics

Grade Level: High School

Title: Tax Form 1040A

BEHAVIORAL OBJECTIVES

2.01 - The students will give evidence of their understanding of the interrelationship between education and work.
2.12 - The students will show understanding of the different types of educational preparation that are necessary for various careers.
4.07 - The students will demonstrate that they recognize how the labor market affects the nation's economy.

*Capsule Activity Description

Each student will be able to complete and file the short income tax form (1040A) with competence and understanding.

ACTIVITY

The teacher plans to discuss the history of taxation in the United States and show films provided by the Internal Revenue Service. The class will be able to view and examine tax forms (e.g., forms 1040A, W-2, and W-4), applications for a social security card, and appropriate income tax tables. The students can discuss where and how the tax dollar is earned and spent.

After individual reading assignments are completed, the students participate in a class discussion with a question-and-answer period. They view films and examine the different income tax forms.

Each student completes an application for a social security card and practices filling out Form 1040A. The information on the form should be realistic to each student's situation; i.e., factual information if the student is employed and hypothetical income and withholding tax information if the student is unemployed. The teacher checks each form for accuracy. The employed students can submit their forms for tax refunds.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Teacher-prepared Transparencies of Form 1040A
Overhead projector
Internal Revenue Service (IRS) booklets (Available from the local or regional IRS offices)

*This activity has been designed and/or successfully used by CA State Dept. of Education, Sacramento, CA 1977. Implementing Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 128

Subject Area: Music

Grade Level: Intermediate or High School

Title:

BEHAVIORAL OBJECTIVES:

4.05 - The students will display understanding of the relationship between occupational roles, personal economics, and life styles.

ACTIVITY

The students will hear guest speakers and engage in group research projects. They will investigate the curricular offerings at local community colleges and universities.

The guest speakers discuss job supply and demand, training, average salaries, and their life-styles when they are employed and unemployed.

The students research the economics of each career in the Occupational Outlook Handbook in groups of four to five students. Each group makes a presentation to the class.

The students make a list of celebrities who have college degrees or have skills in other occupations.

Each student investigates the high school, community college, and university curricula for courses that provide skills and education needed for times of underemployment, unemployment, and employment. Each student should consider a career that could be entered after the first phases out.

The students write essays describing the life-styles of people in the fields being studied. The essays should describe the life-styles of musicians when they are underemployed, unemployed, or employed.

The teacher evaluates students' essays. NOTE: Care should be taken not to discourage students from entering any field; however, the purpose of this activity is to give students a realistic picture of glamorous occupations.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Professional musicians
Occupational Outlook Handbook

*This activity has been designed and/or used successfully by: CA State Dept. of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 129

Subject Area: Music

Grade Level: Intermediate or High School

Title:

BEHAVIORAL OBJECTIVES

4.05: The students will display understanding of the relationship between occupational roles, personal economics and life styles.

*Capsule Activity Description:

The students will be able to describe the preparation and life-style of a professional musician.

ACTIVITY

The students will hear guest speakers and engage in group research projects. They will investigate the curricular offerings at local community colleges and universities.

The guest speakers discuss job supply and demand, training, average salaries, and their life-styles when they are employed and unemployed.

The students research the economics of each career in the Occupational Outlook Handbook in groups of four to five students. Each group makes a presentation to the class.

The students make a list of celebrities who have college degrees or have skills in other occupations.

Each student investigates the high school, community college, and university curricula for courses that provide skills and education needed for times of underemployment, unemployment, and employment. Each student should consider a career that could be entered after the first phases out.

The students write essays describing the life-styles of people in the fields being studied. The essays should describe the life-styles of musicians when they are underemployed, unemployed, or employed.

The teacher evaluates students' essays. NOTE: Care should be taken not to discourage students from entering any field; however, the purpose of this activity is to give students a realistic picture of glamorous occupations.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Professional musicians
Occupational Outlook Handbook

*This activity has been designed and/or used successfully by CA State Dept. of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 130

Subject Area: Music/Drama

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES:

5.08 - The students will show development of a receptivity for new ideas and an exploration of new ideas.

*Capsule Activity Description:

The students will develop individual or team poetry/prose projects with a musical background accompaniment for presentation to the class.

ACTIVITY

The teacher plans to introduce various periods and styles of music and show how they can be used.

The students are assigned activities to increase personal awareness of musical accompaniment, including analysis of the effect of the music on the program content; i.e., radio, television, theatrical productions, and the like.

Community resource people involved in musical and theatrical productions can visit the classroom to present individual approaches to their work, their processes of integrating music and verbal expression, intended audience impact, and so forth.

The students develop a list of types and styles of music for different historical periods of development. The class discussion and research can revolve around how the music was presented and for what purpose it was intended, within each historical period. Recordings, tapes, and live presentations of examples should be used whenever possible.

The class can attend various presentations in which music and verbal expression are combined. The students should observe the variety of ways that music and words can be combined, and they should analyze the impact of this combination on the audience.

Community resource people are invited to the class to perform and discuss their work. They can be asked to tell the class how they integrate words and music and what they intend in terms of audience impact.

The students choose something that they have written and integrate the words with music. The music does not have to be original; it may be background or accompaniment to the words. In presenting their projects, the students may want to use slides and tapes. A nonverbal pictorial message combined with taped musical lyrics would be an effective communications technique.

The teacher evaluates the completion and presentation of the projects.

RESOURCES

Community Contacts:

Community and school resource people

Free Information:

Other Resources:

Records, tapes, and videotapes

*This activity has been designed and/or used successfully by

CA. State Dept. of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 131

Subject Area: Physical Science/Geology

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES:

3.02: The students will display their understanding of the variety and complexity of occupations and careers.

3.03: The students will be able to determine the characteristics and qualifications of a variety of occupations.

ACTIVITY:

The teacher plans a text unit to include a discussion of opportunties in associated geological careers such as meteorologist, soil conversationist and the like. A professor of geology or a petroleum geologist from an oil company can be invited to talk to the class.

The students visit local oil companies to determine the opportunities that are available in the petroleum industry. They research the educational requirements in geology. The class compiles a list of geology-related careers in governmental agencies and in the petroleum industry.

The students are give a test on the unit.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

American Association of Petroleum Geologists
144 South Boulder Avenue
Tulsa, OK 74103

Geological Society of America
213 East 46th Street
New York, NY 10017

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelve.

Activity # 132

Subject Area: Science

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES:

2.07: The students will show their understanding that educational planning is necessary for all students.

2.12: The students will show understanding of the different types of educational preparation that are necessary for various careers.

2.13: When pertinent, the students will plan the post-secondary educational experiences that will satisfy the entry-level requirements of their tentative career choices.

2.14: The students will evaluate their progress toward tentative career goals and assess their suitability.

ACTIVITY:

The teacher plans to have the class examine: (1) a model set of transcripts representinf programs for all types of students; (2) the entrance requirements for a two-year nursing program or allied health programs; (3) the entrance requirements of a four-year college offering a Registered Nurse program with a bachelor of science degree; and (4) the entrance requirements for a school offering both a dental assistant and a dental hygienist program.

On a three-column form each student lists (1) the requirements for a two-year college program; (2) the completed subjects and grades from a model transcript; and (3) the deficiencies (if any). The student evaluates the model transcript relative to the entrance requirements for a four-year nursing program. Other programs such as paramedic, radiologist and the like can be used depending on student interest.

Each student evaluates a model transcript that fulfills the dental assistant program but leaves definite deficiencies for hygienist training. Individual students assume the role of an admissions officer and compose letters of acceptance or rejection to the applicant.

The class discusses the role of the community college in providing academic cources that help overcome deficiencies. A college counselor can be invited to discuss transferable courses.

The students compile a list of health careers that are related to chemistry.

Each student lists his or her course work in relationship to job requirements.

Each student writes a report evaluating his or her own qualifications for two allied health occupations.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

Directory of Health Careers. Available from Hospital Council of Southern California, 6255 Sunset Blvd., Suite 817, Los Angles, CA 90028

Thomas W. Jefferson University Guide to Health Careers, Philadelphia, PA

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity 133

Subject Area: Science

Grade Level: 9 - 10

Title: Fuels - Energy

BEHAVIORAL OBJECTIVES:

2.03 The students will show awareness of multiplicity of skills and knowledge in education.

*Capsule Activity Description:

Designing and reporting on energy conservation project.

ACTIVITY

Humans depend heavily on fuels as energy sources to run machines, but supplies are rapidly dwindling, sources of petroleum, oil and natural gas are constantly being south. Atomic energy may play a major role, but radioactive isotopes used for atomic energy are non-renewable.

(1) Students should write a term paper on - Importance and different forms of fuels, old and new methods of energy, pros and cons of Nuclear Power Plants, Use of Solar and wind energy for heating homes and buildings, different methods to conserve energy.

(2) Students should design a project to demonstrate how energy can be originated or how it can be conserved, etc.

(3) A visit to G.E. or Oil industry, report back to class on production and consumption of energy.

(4) Invite a speaker from G.E. to speak on - New methods of energy in future of America.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Aruna Chopre
Ben Franklin High School, Philadelphia, PA 19130

Activity #134

Subject Area: Science

Grade Level: 10 and 11

Title: Ecology

BEHAVIORAL OBJECTIVES:

7:02 The students will demonstrate the ability to work independently and in groups to attain a goal.

*Capsule Activity Description:

Student research and discussion of ecology and population controls.

ACTIVITY

Before introducing the project activities it is necessary that the students have an awareness of several concepts such as - Biosphere, Ecosystems, Biotic community, Population, Physical Environment, Limiting factors etc.

(1) Have students choose their own grouping, each group has individual different research project such as ecosystem near school, home, park, river etc; annual variation of any specific population, how the forces of natural selection change a population etc; then report back to the class on findings.

(2) Class discussion on the limiting factors of the human population, should the population be allowed to increase unchecked, how it might be controlled.

(3) Lab Work - Students will observe a yeast and Drosophila population under laboratory conditions

RESOURCES

Community Contacts:

Free Information:

0182
0164

Other Resources:

*This Activity has been designed and/or used successfully by: Aruna Chopre
Ben Franklin High School, Philadelphia, PA 19130

Activity # 135

Subject Area: Science

Grade Level: 10 and 11

Title: People & their Environment

BEHAVIORAL OBJECTIVES:

3:11 The students will show awareness of work that is performed in their environment.

*Capsule Activity Description:

Research and reporting on environmental concerns.

ACTIVITY

Humans depend on the environment, both directly and indirectly. They need food, fuel to run their machines; and other raw materials for modern-day life.

(1) Have students research on the following activities, then report back to the class on findings.

  (a) Different types of job opportunities; list of private, city and federal environmental agencies available in this area.

  (b) List some of the ways in which people have changed the environment.

  (c) Types of environmental problems.

  (d) Problems of too many people can place a great burden on the environment.

  (e) List of suggestion by which environmental problems might be solved.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Aruna Chopre
Ben Franklin High School, Philadelphia, PA 19130

Activity #136

Subject Area: Science

Grade Level: 10 and 11

Title: Botany - Florist

BEHAVIORAL OBJECTIVES:

8:10 The students will analyze the relationship of art, life to society and self-satisfaction.

4:10 The students will show recognition that worker productivity is influenced by rewards.

*Capsule Activity Description:

Students should plant seeds and plot growth of plants on charts; visit floral centers and report to class.

ACTIVITY

(1) Discussion in class on "biology of plants"; vegetative, wild and ornamental plants, how to propagate certain attractive plants on a large scale, how to raise great numbers of desirable plants from seeds, production of hybrid plants and other crop of plants in greenhouse.

(2) Let students work in a group as a florist, they should make a chart of annual, perennial vegetative and ornamental plants, best to grow inside and outside, they should grow and propagate plants in classroom and sell these plants to students, teachers and in neighborhood.

(3) Visit to Horticulture Society of Pa. Burpee Seed Co, Nursery, Florist shops etc; present their report, materials and share their views with others.

RESOURCES

Community Contacts:

(1) Horticulture Society of Pa.

(2) Burpee Seed Co.

(3) Florist Shops

Free Information:

Other Resources:

(1) The Seed-Starter's Handbook - Bubel, Nancy

(2) Plant Propagation - Hartmann, Hudson and Kester

(3) Grow Your Own Plants - Kramer, Jack

(4) Biology of Plants - Raven, Peter H.

*This activity has been designed and/or used successfully by: Aruna Chopre
Ben Franklin High School, Philadelphia, PA 19130

Activity #137

Subject Area: Zoology

Grade Level: 10 and 11

Title: Animal Care

BEHAVIORAL OBJECTIVES:

8:02 The students will demonstrate realization that one's success in work is affected by one's attitudes.

*Capsule Activity Description:

Report and discussion of the use of animals in medical research. Students will visit medical school laboratory or research centers, if possible.

ACTIVITY

(1) Vivisectionists believe that much can be learned by using animals for research in class-room experiments, Medical lab, research center, Pharmaceutical companies, etc.

(2) Class discussion - Whether animals should be used for learning purpose or they should not be used.

(3) Have students report to class on list of animals used in lab, Needs of these animals, list of diseases to which these animals are susceptible and how to prevent the animals from falling ill. Breeding of animals in order to maintain a constant supply of animals.

(4) A trip to Medical school lab or research center, report to class about care and behavior of lab animals, and different types of jobs performed by lab technician.

RESOURCES

Community Contacts:

(1) Wistar Institute

(2) Medical School of Pa.

(3) Cancer Research Center

Free Information:

0104

Other Resources:

Animal Behavior in Laboratory and Field - by Price, Edward O., and Allen W. Stokes

*This activity has been designed and/or used successfully by: Aruna Chopre
Ben Franklin High School, Philadelphia, PA 19130

Activity 138

Subject Area: Social Studies

Grade Level: High School

Title: Negotiation

BEHAVIORAL OBJECTIVES:

5.02 The students will demonstrate their understanding that decision making involves responsible action.

5.04 The students will show their knowledge that external factors affect the decision-making process.

6.02 The students will display development of basic attitudes needed for success in a career.

7.03 The students will display awareness of groups and the interaction of group members.

*Capsule Activity Description:

The students will demonstrate the techniques of oral permission as they contribute to occupational success.

ACTIVITY

The teacher plans to have discussions about the separate functions of labor and management and the roles of key members of these groups during periods of disagreement.

The class is divided into groups representing labor and management. The students simulate a strike threat situation, select representatives to meet in negotiations (public panel) with the other side, and engage in discussion until an agreement is reached.

The students choose between the two negotiating teams. They decide on the name for the company and for a product with which they can become identified.

The class discusses the separate viewpoints of workers and managment in the negotiations and the functions of key personnel such as the owner, vice-president, supervisor, union leader, and union shop steward. The class develops six to eight worker demands pertaining to salary increases, additional paid holidays, increased job security, shortened work week, a day care center for employee children, profit-sharing plan, year-end bonus plan, and so forth.

The union group establishes priorities for its demands and selects three representatives to speak for the group. The management group selects those demands with which it can agree, those with which it cannot agree, and those with which it might be willing to compromise. Three representatives are selected to negotiate for the management group.

The teacher evaluates student participation in the class discussion on the effectiveness and ineffectiveness of approaches, methods, and skills of the negotiators for labor and management.

RESOURCES

Community Contacts:

Resource person to act as arbitrator (high school student, teacher, counselor, family member, community resource person, or labor relations attorney)

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 139

Subject Area: Social Studies

Grade level: Senior High School

Title: "Evaluating Job Opportunities"

BEHAVIORAL OBJECTIVES:

1.15 The students will be able to illustrate the relationship between career and self-satisfaction.

1.17 The students will evaluate their career goals in terms of their interests, abilities, and achievements--and, evaluate their successes and failures in their educational program in terms of occupations in which they might be successful.

4.05 The students will display understanding of the relationship between occupational roles, personal economics, and life styles.

4.06 The students will show realization that wages should not be the sole basis for career choice.

*Capsule Activity Description:

This activity allows students the opportunity to "rate" their work interests. It will require some research in the Dictionary of Occupational Titles or Newspapers.

ACTIVITY

To further examine the occupations in which students are currently interested and explore the possible "turn on's" and "turn off's" of that occupation. This activity forces the student to become aware of the realities of the job. The same form could be used by the student for personal worker interviews thus making the experience real and personal.

Students could interview workers to find the answers to find the answers to the more in-depth questions. This activity could also be used as the basis for a class discussion and comparison of job information. These same questions could be the basis for investigation of other occupational interests as they arise.

After students complete the form a discussion and comparison of jobs would provide further information. Encourage students to explain how they located the information.

EVALUATION OF JOB OPPORTUNITIES

Rate each job on the factors in the left hand column according to the following scale:

5 Excellent
4 Good
3 Average
2 Fair
1 Poor

	Title of Job #1	Title of Job #2	Title of Job #3
Beginning Salary			
Possibility of Raises			
Work Environment			
Physical Demands			
Convenience of Location			
Fringe Benefits			
Co-worker Relations			
Use of my Abilities			
Interesting Work			
Pressures			
Opportunities for Learning			
Variety of Activities			
Service to Others			
Opportunities for Advancement			
Hours of Work			
Social Status			

TOTAL SCORE

RESOURCES

Community Contacts:

Guest Speakers

Free Information:

Other Resources:

This activity has been designed and/or used successfully by:

Roseville Area Public Schools, 1251 W. County Road, B-2, Roseville, MN 55113

Activity # 140

Subject Area: Social Studies

Grade Level: High School

Title: Career

BEHAVIORAL OBJECTIVES:

3.18: The students will identify the relationship of personal interests to success in specific occupational areas.

3.19: The students will show recognition of the relationship between personal aptitutes and success in specific occupational areas.

*Capsule Activity Description:

Each student will select three figures in American history and describe their work histories and how they made career choices.

ACTIVITY

The teacher plans to have the class discuss why people make career changes several times during their lives. The students will tell about family members or friends who have changed careers.

Films on the the life of Robert E. Lee or whomever is being discussed in class can be shown to the class. The students will learn about their careers. The different careers of U.S. presidents can be discussed.

The class also can discuss current trends in occupational change and the need for adaptability.

The students view films on Robert E. Lee and discuss the occupational changes he made during his lifetime. They also read about other famous Americans who made occupational changes.

The class discusses current trends in occupational change as well as its causes and its impact on the individual. The need for people to be adaptable should be brought into the discussion.

Each student selects three historical figures and describes in oral or written reports the occupational histories of each. The student should explain what effect occupational change had on these individuals.

The students design their own career plans, beginning with a tentative career choice and showing several changes that might evolve and how they would adapt to them. The career plans can be displayed.

The teacher evaluates the oral or written reports and the individual career plans submitted by the students.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Biographical material on people in U.S. history. (films such as Robert E, Lee. A Background Study and Lee. The Virginian can be viewed by students.)

*This activity has been designed and/or used successfully by

CA. State Dept. of Education, Sacramento, CA. 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 141

Subject Area: Social Studies

Grade Level: High School

Title:

BEHAVIORAL OBJECTIVES:

1.12: The students will show recognition of the need to appreciate the skills, abilities, rights and responsibilities of others.

2.07: The students will show their understanding that educational planning is necessary for all students.

3.20: The students will display their understanding of the variety and complexity of occupations and careers.

3.27: The students will analyze the function of management responsibilities relating to the careers that they have chosen to investigate.

*Capsule Activity Description:

The students will be able to conceptualize and verbalize an understanding of employer expectations of an employee in a specific field and to describe responsiblities as they are related to employee goals.

ACTIVITY

The teacher plans to initiate group discussions and to invite local employers to make presentations to the class.

The students meet in a group and excahnge general perspectives about employee responsibilities to an employer (e.g., being on time and communicating with supervisors and fellow employees).

Each student is given a specific employment title (fireman, chemist, and the like) and is asked to discuss the following:

1. Four responsibilities to an employer and the reasons why the employer would be concerned about these areas.
2. The education level or skills required to perform the job and how an individual normally would achieve these necessary skills.

An employer is invited to discuss specific areas selected by students. The students have an opportunity to ask questions. In group discussions the students match initial perspectives with those verbalized by the employer.

The class visits a work site and observes actual tasks being performed.

The teacher evaluates essays on the subject of employee responsibilities.

RESOURCES

Community Contacts:

Local businesses

Free Information:

Other Resources:

Film or slide presentations
Printed materials

*This activity has been designed and/or used successfully by California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelve.

Activity # 142

Subject Area: Social Studies

Grade Level: 9-12 (Women Only)

Title: "Bringing it All Back
Home" or "Reasons for
Differences between
What is and What Can Be")

BEHAVIORAL OBJECTIVES:

1.05 The students will give evidence of the development of tolerance and flexibility in interpersonal relationships.

1.06 The students will display the understanding that each student is unique and special.

1.08 The students will show acceptance of themselves, each as a unique person.

1.12 The students will show recognition of the need to appreciate the skills, abilities, rights, and responsibilities of others.

*Capsule Activity Description:

Role Playing Discussion

ACTIVITY: 45 minutes

A. Role Playing

1. The purpose of the role playing exercise is to sensitize the students to the stereotypes we share about men, women, parents, children, counselors, etc. It is posited that we frequently act according to the stereotypes we maintain rather than to the actual demands of people and situations. Becoming aware of the pervasiveness of this role or sex stereotyping is perhaps the first step toward freeing people from the limitations it imposes. This exercise can be conducted with only the women students participating or it can be expanded to include 5 male students or a male faculty or staff member invited by the counselor.

2. Preparation: The counselor asks for volunteers from the class and describes what "role playing" means and how it fits in to the program (See: goal section). One way of explaining it is as follows: The volunteers are offering to take the parts of character in scenes they will be given. They will make up the action and the dialogue as they go along according to how they imagine the character they are playing would react in the situation.

3. Process: The counselor after soliciting the proper number of volunteers for the situation, reads the description of the scene to the entire group of students. The students are assigned roles within the situation or they can select the one they wish to explore and the scene begins. The counselor may want to reverse the roles the

students are playing in the middle of the role playing. Following each situation the entire group is asked to react to the presentation in terms of accuracy of presentation, evidence of stereotyping in mannerisms, dialogue, resolution of situation, etc.

a. Solicit two volunteers.

b. Read: Situation 1 - In a law office, the female lawyer and her male secretary are discussing his performance. The secretary is attempting to get a raise.

c. Role Play the above situation. Allow 8 minutes.

d. Total group reaction to the role playing. Allow 7 minutes.

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a. Solicit five volunteers.

b. Read: Situation 2 - A female student is discussing her goal of becoming an Industrial Arts (shop) major with: a) her parents (allow 5 minutes); b) with her boyfriend (allow 5 minutes); c) with her guidance counselor (allow 5 min.)

c. Role play the above situations, allowing 5 minutes for each of the three scenes.

d. Total group reaction to the role playing. Allow 10 minutes.

B. Evaluation

1. Goal: To determine, in a subjective basis, what learning the participants' reaction to the specific activities they engaged in.

2. Time required: 10 minutes

3. Preparation: none

4. Process: Distribute to each of the participants a copy of the Evaluation Form. Read aloud the directions on the form. Allow 5-8 minutes for completion of the form. If any time remains, use the Evaluation Form as a vehicle for participants' reaction and discussion as a total group. Collect forms.

EVALUATION FORM

DATE: ______________________________ SCHOOL: ______________________________

You have just completed a career counseling program. We are interested in receiving your reaction to that program. Please rate the following items according to the extent that the statement is true of you.

Using the scale below as a guide, indicate your rating in the blank preceding each item. For example, if statement #1 is very true for you, then write "5" in the blank space; if statement is true for you to only a slight degree, then write "2" in the blank space, and so on.

1	2	3	4	5
Statement not true at all for me		Statement is somewhat true for me		Statement is very true for me

______ 1. My awareness of the stereotyping that occurs in careers and job possibilities has increased.

______ 2. My information about working women has increased.

______ 3. My awareness of obstacles to non-traditional careers for women has increased.

______ 4. Awareness of my need to plan NOW for career satisfaction in the future has increased.

______ 5. Alternatives for solving career problems are more apparent to me.

______ 6. I have become more aware of how others influence my career decisions.

______ 7. Check those activities in which you felt not enough time was allowed to complete the exercise.

______ Living Careergram

______ Myths and Realities

______ Group Fantasies - 1977

______ Speaker-Receiver-Observer Triad

______ Role Playing: lawyer and secretary

______ Role Playing: student with parents, boyfriend and counselor

______ 8. Check those activities which you found the most interesting to engage in.

______ Living Careergram

______ Myths and Realities

______ Group Fantasies - 1977

______ Speaker-Receiver-Observer Triad

______ Role Playing: lawyer and secretary

______ Role Playing: student with parents, boyfriend and counslor

______ 9. Check those activities which you think would be more meaningful if males were included, e.g., male role players, male discussion leader, etc.

______ Living Careergram

______ Myths and Realities

______ Group Fantasies - 1977

______ Speaker-Receiver-Observer Triad

______ Role Playing: lawyer and secretary

______ Role Playing: student with parents, boyfriend and counselors

______ 10. Do you think this career counseling program would be more meaningful if you participated in it earlier, perhaps in 8th or 9th grade?

______yes ______no. Explain ____

____

____

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

J.M. Birk, Ph.D. & Mary F. Tanney, Ph.D., University of Maryland

Activity # 143

Subject Area: Social Studies

Grade Level: 9-12 (women Only)

Title: "Myths & Realities"

BEHAVIORAL OBJECTIVES:

1.04 The students will give evidence of the development of a positive self-image.

*Capsule Activity Description: 1 period

Complete questionnaire according to directions.
Compare muths with answers given by students.

ACTIVITY

Post before the group a large blank profile chart (see attachment for illustration of layout). Have a Magic Marker or similar flowpen available.

a. Distribute the "opinionnaire" to the participants and request that they complete it according to the directions at the top of the page.

b. After everyone has completed the Opinionnaire, take each item individually and plot on the posted chart the number of "I agree" responses to the items. The participants should keep the Opinionnaire, and can respond by a handout to determine the profile of the charts.

c. Beginning with Item I, state to the group the "reality" of the Item (See Appendix). Point out for each item the percentage of agreement or not to the "myth" via reference to the chart.

d. After pointing out the "reality" for each "myth", distribute to the participants their copy of "realities" as a future source of information to keep in conjunction with their Opinionnaire.

OPINIONNAIRE

Directions: Read each item. Indicate whether or not you agree with the statement by checking the appropriate column.

AGREE DISAGREE

_____ _____ 1. A women's place is in the home.

_____ _____ 2. Women are not seriously attached to the labor force; that is, they work only for extra "pin money."

_____ _____ 3. Women are absent from work more than men because of illness; therefore, they cost the company more.

_____ _____ 4. Women don't work as many years or as regularly as men; their training is costly, and largely wasted.

_____ _____ 5. When women work, they deprive men of job opportunities; therefore, women should quit those jobs they now hold.

_____ _____ 6. Women should stick to "women's jobs" and should not compete for "men's jobs."

_____ _____ 7. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.

_____ _____ 8. Children of working mothers are more likely to become juvenile delinquents than children of non-working mothers.

_____ _____ 9. Men don't like to work for women supervisors.

_____ _____ 10. Housewives are happy women.

_____ _____ 11. Education is wasted on women.

_____ _____ 12. Women have a higher turnover and absenteeism rate than men.

_____ _____ 13. Women get married, then quit work.

THE MYTH AND THE REALITY*

Male Workers More Equal than Female Workers?
No! All Workers are Equal!

The Myth	The Reality
1. A women's place is in the home.	Homemaking is no longer a full-time job. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the house. Today half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the growth of the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
2. Women aren't seriously attached to the labor force; they work only for "pin money."	Of the 31 million women in the labor force in March 1970, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 5.7 million were married and had husbands with incomes between $3,000 and $7,000 -- incomes which, by and large, did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four.
3. Women are out ill more than maile workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.9 days a year for women compared with 5.2 for men.
4. Women don't work as long or as regularly as their male co-workers; their training is costly -- and largely wasted.	While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net differences for men and women are generally small. The 1968 rates for accession and separations in manufacturing for men and women were 4.4 and 5.3, and 4.4 and 5.2, respectively, per 100 employees.

5. Women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 31.5 million women in the labor force on the average in 1970. The number of unemployed men was 2.2 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skills to quality for the jobs held by women, such as secretaries, teachers, and nurses. In addition, the majority of the 7 million single women in the labor force support themselves; and nearly all of the 5.9 million widowed, divorced, or separated women working or seeking work support themselves and their families. They also need jobs.
6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Jobs, with extremely rare exceptions, are sexless. Women were found in all of the 479 occupations listed in the 1960 decennial census. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.
7. Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunites, women, like men, do cope with job responsibilities, in addition to personal or family responisibilities. In 1970, 4.3 million women held professional and technical jobs; another 1.3 million worked as nonfarm managers, officials, and proprietors. Many others held supervisory jobs at all levels in offices and factories.
8. The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

9. Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the firms indicated they hired women executives, none rated their performanced as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

ADDITIONAL INFORMATION:

10. Housewives are happy women.	Wives are sixty times more like to become depressed than single women.
11. Education is wasted on women.	Nine out of 10 young women will spend 25 or more years working. The more education a woman has, the more likely she is to work.
12. Women have a higher turnover and abseteeism rate than men.	Numerous studies have found that turnover and absenteeism were more related to the level of job than sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.
13. Women get married and quit work.	Sixty percent of working women are married, and one-third of all mothers work.

*Numbers 1 through 9 furnished by U. S. Department of Labor; Employment Standards Administration; Women's Bureau; Washington, DC 20210. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 - Price 10 cents - Stock Number 2902-0041.

Profile Chart for "MYTHS AND REALITIES"

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

J.M. Birk, Ph.D. & Mary I Tanney, Ph.D., University of Maryland

Activity # 144

Subject Area: Social Studies

Grade Level: EMR 9-10

Title: "Comparison Shopping"

BEHAVIORAL OBJECTIVES:

2.10: The students will illustrate how participation in school activities can relate to selected career areas.

4.03: The students will demonstrate acquisition of consumer skills.

4.12: The students will demonstrate knowledge of the relationship of economic trends in their community, state and nation.

4.13: The students will show their awareness of economic forecasting instruments.

*Capsule Activity Description:

Students gain a knowledge of comparison shopping, interpret food advertisements, and gain an awareness of the jobs and duties involved in preparing the food sections of the newspaper.

ACTIVITY

Identify abbreviation of food words.

Bring in food coupons and state advantages of using them.

Bring in the food advertisements sheet from local newspaper or other sources.

Discuss the jobs and duties involved in preparing the food section of the newspaper.

Create a supermarket corner which contains empty cartons that they have brought from home, etc.

NOTE: Several students will shop for the same items in the supermarket corner, but some students use coupons. Total up the prices of the items for each child. Have the students discuss the reasons for the difference in each student's total.

Plan a trip to the supermarket.

Pre Test

Reading for comprehension, food advertisement, identifying food words, addreviations and coupons, discuss jobs and duties involved in preparing the food sections of the newspaper.

Post Test

Same as Pre Test

A

EVALUATION I

Classroom: Economical Awareness

Teacher develops a checklist using 2 major supermarkets. Students will use checklist to list prices of each item from both supermarkets.

EXAMPLE:

A & P		Acme	
Chicken	$ .49 a lb.	Chicken	$ .59 a lb.
Lettuce	3/1.00	Lettuce	4/100
Pears	$ .59 a lb.	Pears	$ .49 a lb.
Steak	$1.17 a lb.	Steak	$2.13 a lb.
Ham	$2.15 a lb.	Ham	$1.98 a lb.

Compute the total. Compare prices. Show at which supermarket it would be best to shop and tell why.

B

EVALUATION II

Classroom: Occupational Awareness

1. List all the jobs that are associated with the production of food.
2. Rank jobs according to preference
3. Choose one occupation that he/she may be interested in and develop an Open Sentence story.

EXAMPLE:

1. farmer
2. trucker
3. newspaper printer
4. bakery
5. machine operator
6. packager
7. manager
8. stock clerk
9. cashier/clerk
10. maintenance
11. meat person
12. food buyer

List the jobs in the order that you like best.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

A

EVALUATION I

Classroom: Economical Awareness

Teacher develops a checklist using 2 major supermarkets. Students will use checklist to list prices of each item from both supermarkets.

EXAMPLE:

	A & P
Chicken	$ .49 a lb.
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	Acme
Chicken	$ .59 a lb.
Lettuce	4/100
Pears	$ .49 a lb.
Steak	$2.13 a lb.
Ham	$1.98 a lb.

Compute the total. Compare prices. Show at which supermarket it would be best to shop and tell why.

EVALUATION II

Classroom: Occupational Awareness

1. List all the jobs that are associated with the production of food.
2. Rank jobs according to preference
3. Choose one occupation that he/she may be interested in and develop an Open Sentence story.

EXAMPLE.

1. farmer
2. trucker
3. newspaper printer
4. bakery
5. machine operator
6. packager
7. manager
8. stock clerk
9. cashier/clerk
10. maintenance
11. meat person
12. food buyer

List the jobs in the order that you like best.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

RESOURCES

Community Contacts:

Local supermarket

Free Information:

Other Resources:

Supplement coupons and advertisement page from newspaper.

Prepare worksheets of food words and their abbreviation

Occupational Outlook Handbook - School Library

This activity has been designed and/or used successfully by: Doreen Wimberly,
Furness Junior High School
Philadelphia School District
Philadelphia, PA 19130

Activity # 145

Subject Area: Math

Grade Level: EMR 9-10

Title: "Comparison Shopping"

BEHAVIORAL OBJECTIVES:

4:02: The students will demonstrate acquisition of basic money management skills.

4.03: The students will demonstrate acquisition of consumer skills.

*Capsule Activity Description:

After experience in comparison shopping, students will be able to purchase food and total purchases correctly by doing this activity.

ACTIVITY

Develop a food list with price of each item included.

Compare prices of items on the food list.

Demonstrate computational skills by making change. (worksheet A)

Conduct an Auction - using food price list.

Play "The Price is Right" game using the food price list.

Role playing - students will purchase items from a mock concession stand and state the change they should receive if the clerk is given a bill of a specific denomination. (e.g., Hot dog & .85 - gave the clerk $5.00).

EVALUATION

Pre & Post Test

Solve teacher-made problems involving computational skills dealing with money.

Identify different denominations of money.

Make change using different denominations of money (play money).

Multiple choice test - select the "better buy".

RESOURCES

Community Contact:

Free Information:

Other Resources:

- Worksheets
- Play Money
- Develop price list

*This activity has been designed and/or used successfully by

Philadelphia School District, Doreen Wiorberly, Teacher, Furness Junior High School, Philadelphia, Pa 19130

"Making Change"

1. 1 quater plus 2 dimes = ____________________

2. 2 half dollars + 3 nickles = ________________

3. 4 dimes + 1 quater + 3 dimes = ______________

Computational Skills

$4.06	$71.93	$17.09	$76.55
+2.98	+24.31	- 3.48	-13.98

4 pounds of potatoes
+2 pounds of potatoes

Potatoes $.79 a pound

$.79	$.79
x 2	x 4

Total amount of potatoes____________________ Sale Price____________________

Food List and Prices

celery	$.35
tomatoes	.89
steak	+2.34

Bob bought a pound of potatoe
2 onions and 1 watermelon.
The total cost was $3.91.
How much change should he
receive from a $5.00 bill?

Activity # 146

Subject Area: Social Studies

Grade Level: Trainable, Mentally
Retarded, 15-21 yr. old

Title: "The Shopping Center"

BEHAVIORAL OBJECTIVES:

4.03: The students will demonstrate acquisition of basic money management skills.

4.12: The students will demonstrate knowledge of the relationship of economic trends in their community, state and nation.

4.13: The students will show their awareness of economic forecasting instruments.

*Capsule Activity Description:

Through this activity students become more aware of the exchange of goods and services in the community, and develop a knowledge of useable resources and the careers involved.

ACTIVITY

Students will list three (3) products for which they are primary consumers; for which women are primary consumers, and for which men are primary consumers.

Students will prepare a consumer booklet.

Students will construct a may/chart of their community showing the location of services and resources.

The student will be able to correctly identify and classify stores found in a local shopping center and tell the class what items can be bought in each type of store.

Take field trip/neighborhood walk of the local business community.

Have classroom discussion on various services needed by consumer in any given day.

Use posters from the "Peabody Kit" to identify careers and duties found in the products supplied with the appropriate business.

Cut out advertisements from magazines. Group advertisements according to consumer groups. Use the advertisements to prepare a consumer booklet.

Select or draw pictures of five (5) services individuals need for everyday living and identify where one can purchase these services in the community.

Pre Test

Display products and uniforms of various services found in the community. Conduct a discussion on related careers associated with products and services.

Post Test

Have the students construct a map of their neighborhood locating services and resources.

or

Have the class design and construct the ideal community which will provide their daily basic needs.

RESOURCES

Community Contacts:

Local supermarket cooperation

Free Information:

Other Resources:

"Peabody Kit" or posters of people at work
Poster board, magazines, art supplies, etc.

*This activity has been designed and/or used successfully by Rosemary Friedmam, Brooks Educational Center, Philadelphia School District, Philadelphia, PA

COMPREHENSIVE BEHAVIORAL OBJECTIVES FOR CAREER EDUCATION: Grades K-12

LEGEND: Objectives are sequenced vertically within each of the eight components of Career Education, designated by columns in this matrix. Objectives of the same code number (K through grade 12, or parts thereof) are intended to be identical or related. Objectives are vertically sequenced and code- numbered, so as to promote the construction of learning activities that provide spiral learning, and thus effective learning.

SOURCE: A small part is adapted from the CAREER EDUCATION MATRIX, Arizona Department of Education.

Please note: This matrix may be reorganized into a wall chart for total viewing. This can be accomplished by placing the pages in the following sequence:

	Self-Awareness	Educational Awareness	Career Awareness	Economic Awareness	Decision Making	Beginning Competency	Employability Skills	Appreciation & Attitudes
K - 3	1	2	3	4	5	6	7	8
4 - 6	9	10	11	12	13	14	15	16
7 - 9	17	18	19	20	21	22	23	24
10 -12	25	26	27	28	29	30	31	32

Primary School Behavioral Objectives

(Grades K-3)

1.01 The children will demonstrate the attainment of a vocabulary of self-characteristics.

1.02 The children will be able to identify their individual self-characteristics.

1.03 The children will demonstrate their understanding that personal characteristics can sometimes be changed.

1.04 The children will give evidence of the development of a positive self-image.

1.05 The children will give evidence of the development of necessary socialization skills.

1.06 The children will display the understanding that each child is unique and special.

1.09 The children will be able to identify values that they hold.

1.10 The children will be able to identify and set short-term goals.

1.12 The children will recognize the role of each family member, and that individual task performance is a part of effective family membership.

1.13 The children will be able to identify responsibilities that they have to others - e.g., honesty, fairness.

1.14 The children will be able to identify responsibilities that they have to themselves - e.g., to perform to the best of their abilities both in and out of school.

2.01 The children will give evidence of their understanding of the interrelationship between education and work.

2.03 The children will show awareness of multiplicity of skills and knowledge in education.

2.05 The children will show their recognition of the role of education in career and life goals.

2.09 The children will show realization that learning is continuous, occurring inside and outside of school.

2.10 The children will show awareness of the relationship between educational experiences and occupational tasks.

2.12 The children will show recognition that various occupations have different educational and training requirements.

2.14 The children will show recognition that a relationship exists between learning and performing various tasks.

2.15 The children will show recognition that learning helps them to do things for themselves.

3.01 The children will display an acquisition of vocabulary for describing the world of work.

3.02 The children will display their understanding of the variety and complexity of occupations and careers.

3.03 The children will show their understanding that occupations have varying characteristics and qualifications.

3.04 The children will be able to identify the various school workers and the characteristics of their jobs.

3.05 The children will demonstrate awareness of careers of family members.

3.06 The children will show recognition of the interdependence of family members as workers in the home.

3.07 The children will show understanding of how the performance of some occupations meets the needs of the community.

3.10 The children will show awareness that people do different things at their work.

3.11 The children will show awareness of work that is performed in their environment.

3.22 The children will show awareness that adequate preparation for a school task facilitates its performance and improves the outcomes.

3.23 The children will show awareness that present school experiences are related to certain career requirements.

4.01 The children will show recognition that society needs the labors of all the people.

4.02 The children will demonstrate acquisition of basic money management skills.

4.03 The children will demonstrate acquisition of basic consumer skills.

4.08 The children will show understanding of the reasons that people work.

4.09 The children will show familiarity with the varied economic rewards that are gained from different kinds of work.

4.10 The children will display awareness of the necessary preparation that is required in order to perform certain tasks.

4.11 The children will show a beginning awareness of the economic aspects of life styles.

5.01 The children will show development of a vocabulary for identifying and stating personal goals.

5.02 The children will demonstrate their understanding that decision making involves responsible action.

5.03 The children will display recognition that decision making involves some risk taking.

5.04 The children will show their knowledge that external factors affect the decision-making process.

5.05 The children will show recognition of restrictions in the decision-making process.

5.07 The children will show recognition of the need for making a meaningful career choice.

5.08 The children will show development of a receptivity for new ideas and an exploration of new ideas.

5.09 The children will demonstrate their ability to use decision-making strategies and skills.

5.10 The children will experience the setting of individual goals.

5.11 The children will show that they have learned that one's interests can be used to plan and make decisions.

5.12 The children will show understanding that their interests, aptitudes, skills, physical characteristics, educational achievements, adjustive behavior, needs, and relationships with other people all influence their goals and career decisions.

6.01 The children will demonstrate acquired good work habits.

6.02 The children will display development of good work attitudes.

6.07 The children will plan simple tasks utilizing familiar resources.

6.08 The children will identify problem-solving techniques that they utilize in school.

6.09 The children will show awareness of the need for safety in completing tasks.

6.10 The children will be able to identify various tools that are used to complete tasks.

6.12 The children will express attitudes favorably through behavior in their interpersonal relationships with others.

7.01 The children will show understanding of the differences between working independently or working as member of a group.

7.02 The children will demonstrate the ability to work independently and in groups to attain a goal.

7.03 The children will display awareness of groups and the interaction of group members.

7.04 The children will show recognition that supervision may help them accomplish tasks with greater efficiency.

7.06 The children will relate their qualifications for tasks at home, at school, and in the community.

7.07 The children will show development of social skills.

7.08 The children will show development of communication skills by following directions and directing others in completing tasks.

7.09 The children will demonstrate acquired skills, good work habits, and basic attitudes needed for success in completing tasks.

8.01 The children will show development of positive attitudes toward employment.

8.02 The children will demonstrate realization that one's success in work is affected by one's attitudes.

8.03 The children will demonstrate development of a vocabulary for differentiating leisure time activities.

8.04 The children will show understanding of the differences between leisure time and idleness.

8.06 The children will show understanding of how leisure time can provide some rewards of work.

8.07 The children will exercise creativity in approaching leisure activities.

8.08 The children will be able to give their impressions of what they consider a meaningful life.

8.09 The children will identify things that they enjoy doing in their extra time and how those things contribute to their satisfaction.

8.10 The children will show awareness of the varieties of art - e.g., dancing painting, sculpture, and music.

8.11 The children will participate in the arts.

Intermediate School Behavioral Objectives

(Grades 4-6)

1.03 The pupils will display awareness that development of self is constantly changing.

1.04 The pupils will give evidence of the development of a positive self-image.

1.05 The pupils will give evidence of the development of necessary socialization skills.

1.06 The pupils will display the understanding that each pupil is unique and special.

1.07 The pupils will show understanding of the expanding concept of self.

1.09 The pupils will be able to identify values that they hold, and trace the development of those values.

1.10 The pupils will display understanding that setting priorities is an important part of setting and reaching goals.

1.12 The pupils will show understanding of the term "role" as it relates to an individual in a group or organization.

1.13 and 1.14 The pupils will show understanding that they way in which they perform their responsibilities influences others and themselves.

1.17 The pupils will identify their strengths, weaknesses, likes, dislikes, and achievements - and, show understanding of the relationship between interests, abilities, and achievements to occupations.

2.01 The pupils will give evidence of their understanding of the interrelationship between education and work.

2.03 The pupils will show awareness of multiplicity of skills and knowledge in education.

2.04 The pupils will demonstrate their understanding of the need for continuing education in a changing world.

2.05 The pupils will show their recognition of the role of education in career and life goals.

2.06 The pupils will recognize developmental processes that occur in and out of school.

2.09 The pupils will show realization that learning is continuous, occurring inside and outside of school.

2.10 The pupils will show awareness of the relationship between educational experiences and career selection and development.

2.12 The pupils will show development of an understanding of how communications, mathematics, science, and social studies skills are used in selected occupations.

2.14 The pupils will show development of greater understanding of how and why reading, writing, number skills, and science are used in most jobs.

3.01 The pupils will display an acquisition of vocabulary for describing the world of work.

3.02 The pupils will display their understanding of the variety and complexity of occupations and careers.

3.03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

3.04 The pupils will be able to identify the many types of work in the community and the characteristics of the various occupations.

3.06 The pupils will be able to show their understanding of the interdependence of occupations to fulfill the goals, needs, and functions within a community.

3.07 The pupils will observe the way in which occupations are interdependent in fulfilling community needs and goals.

3.11 The pupils will show awareness of the variety of jobs in the community and region.

3.16 The pupils will identify and classify local jobs.

3.17 The pupils will show awareness of the existence and importance of the interdependence of jobs.

3.23 The pupils will show recognition of the role of present school experiences in preparation for future career performance.

3.24 The pupils will show recognition that some jobs have specific but common requirements for job success.

4.01 The pupils will show recognition of the role of work in economic independence.

4.02 The pupils will demonstrate acquisition of basic money management skills.

4.03 The pupils will show understanding that social and economic needs and wants differ among people.

4.09 The pupils will show recognition that rewards usually go tc those who extend the effort to gain them.

4.10 The pupils will be able to give the advantages and disadvantages of certain occupational roles.

4.11 The pupils will show awareness of the relationship between desired life styles and career opportunities and potential.

4.12 The pupils will show a beginning understanding of the economic relationship between themselves, family, and community.

4.13 The pupils will show a beginning understanding of the relationship of economic trends that affect their community and state.

5.01 The pupils will show development of a vocabulary for identifying and stating personal goals.

5.02 The pupils will demonstrate their understanding that decision making involves responsible action.

5.03 The pupils will display recognition that decision making involves some risk taking.

5.04 The pupils will show their knowledge that external factors affect the decision-making process.

5.05 The pupils will show recognition of restrictions in the decision-making process.

5.07 The pupils will show recognition of the need for making a meaningful career choice.

5.08 The pupils will show development of a receptivity for new ideas and an exploration of new ideas.

5.09 The pupils will demonstrate their ability to use decision-making strategies and skills.

5.10 The pupils will experience the setting of individual goals.

5.11 The pupils will show that they have learned that one's interests can be used to plan and make decisions.

5.12 The pupils will show understanding that their interests, aptitudes, skills, physical characteristics, educational achievements, adjustive behavior, needs, and relationships with other people all influence their goals and career decisions.

6.01 The pupils will demonstrate acquired good work habits.

6.02 The pupils will display development of good work attitudes.

6.03 The pupils will recognize the materials, processes, and tools of occupations.

6.04 The pupils will recognize the materials, processes, and tools of occupational clusters.

6.05 The pupils will discover that workers bring dignity and worth to their jobs.

6.07 The pupils will plan tasks considering necessary time, tools, and materials needed to complete the tasks.

6.08 The pupils will show familiarity with process skills and techniques of problem solving.

6.09 The pupils will identify the need for safety as related to tools, equipment, and materials.

6.10 The pupils will show awareness of expertise that is needed to use tools, equipment, and materials.

6.11 The pupils will develop educational and occupational competency before moving to the next stage of preparation for the career area of their choice.

6.12 The pupils will express attitudes favorably through behavior in their interpersonal relationships with others.

7.01 The pupils will show understanding that some tasks must be done alone and some in groups or teams.

7.02 The pupils will demonstrate the ability to work independently and in groups to attain a goal.

7.03 The pupils will display awareness of groups and the interaction of group members.

7.04 The pupils will show recognition of the implications of working with and without supervision.

7.05 The pupils will show understanding that members of a group may accomplish tasks by having each person specialize on a particular part.

7.06 The pupils will refine identification of their qualifications, interests, and attitudes to tasks at home, at school, and in the community.

7.07 The pupils will show development of social skills.

7.08 The pupils will show development of communication skills by following directions and directing others in completing tasks.

7.09 The pupils will demonstrate acquired skills, good work habits, and basic attitudes needed for success in completing tasks.

8.01 The pupils will show development of positive attitudes toward employment.

8.02 The pupils will demonstrate realization that one's success in work is affected by one's attitude.

8.03 The pupils will demonstrate development of a vocabulary for differentiating leisure time activities.

8.04 The pupils will show understanding of the differences between leisure time and idleness.

8.06 The pupils will show understanding of how leisure time can provide some rewards of work.

8.07 The pupils will exercise creativity in approaching leisure activities.

8.08 The pupils will be able to give their impressions of what they consider a meaningful life.

8.09 The pupils will show realization that leisure time can be productive as well as self-satisfying.

8.10 The pupils will show awareness of the variety and the uniqueness of art forms - e.g., dancing, painting, sculpture, and music.

8.11 The pupils will participate in the arts.

Junior High School Behavioral Objectives

(Grades 7-9)

1.03 The students will display awareness that development of self is constantly changing.

1.04 The students will give evidence of the development of a positive self-image.

1.05 The students will give evidence of the development of sensitivity toward, and acceptance of, others.

1.06 The students will display the understanding that each student is unique and special.

1.07 The students will show understanding of the expanding concept of self.

1.08 The students will display understanding that since each individual is unique, he/she is capable of unique contributions.

1.09 The students will be able to identify changes that they are undergoing as they continue to develop and mature.

1.10 The students will display their understanding of the need for personal goals.

1.11 The students will demonstrate understanding between their self-image and the goals that they set.

1.12 The students will show understanding and recognition that forces such as social, economic, educational, and cultural influence their development.

1.13 and 1.14 The students will act according to their best judgment with regard for both the consequences of their actions and the effects of those actions upon themselves and others.

1.17 The students will consider their interests and abilities in exploring occupations.

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

2.02 The students will demonstrate their acquirement of a vocabulary for educational planning.

2.03 The students will show awareness of multiplicity of skills and knowledge in education.

2.04 The students will demonstrate their understanding of the need for continuing education in a changing world.

2.05 The students will show their recognition of the role of education in career and life goals.

2.06 The students will recognize development processes that occur in and out of school.

2.07 The students will show their understanding that educational planning is necessary for all students.

2.08 The students will demonstrate their learning of how to make educational choices.

2.09 The students will show realization that learning is continuous, occurring inside and outside of school.

2.10 The students will illustrate how participation in school activities can relate to selected career areas.

2.11 The students will show awareness of the elements that make up career clusters.

2.12 The students will display understanding of the relationship between levels of education and levels of employment.

2.14 The students will show understanding of the educational requirements needed for entry into occupations within selected career areas, and the need to plan an educational process to reach their selected career goals.

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

3.03 The students will be able to determine the characteristics and qualifications of a variety of occupations.

3.06 The students will show awareness of careers as they relate to the needs and functions of the community.

3.08 The students will show awareness of career characteristics within geographical locations and their relevance to job mobility.

3.12 The students will show familiarity with a variety of career groupings and the types of jobs found in each grouping.

3.13 The students will identify several careers and the specialized jobs that are related to each.

3.18 The students will identify the relationship of personal interests to success in specific occupational areas.

3.19 The students will show recognition of the relationship between personal aptitudes and success in specific occupational areas.

3.25 The students will review the performance requirements for various jobs.

3.26 The students will show recognition of those things that influence job change and advancement.

4.01 The students will show recognition that worker productivity is influenced by rewards.

4.02 The students will demonstrate acquisition of basic money management skills.

4.03 The students will demonstrate acquisiion of consumer skills.

4.04 The students will display understanding between technology and the world of work.

4.05 The students will display understanding of the relationship between occupational roles, personal economics, and life styles.

4.06 The students will show the realization that wages should not be the sole basis for career choice.

4.08 The students will identify occupational roles that are compatible with their currently expressed needs and wants.

4.10 The students will be able to explain how the monetary rewards from an occupational role may determine their life styles.

4.11 The students will show understanding of life-style needs and their relationship to career opportunities.

4.12 The students will demonstrate knowledge of the relationship of economic trends in their community, state, and nation.

4.13 The students will show their awareness of economic forecasting instruments.

5.01 The students will show development of a vocabulary for identifying and stating personal goals.

5.02 The students will demonstrate their understanding that decision making involves responsible action.

5.03 The students will display recognition that decision making involves some risk taking.

5.04 The students will show their knowledge that external factors affect the decision-making process.

5.05 The students will show recognition of restrictions in the decision-making process.

5.06 The students will be able to develop criteria for judging how specified careers would meet their life goals.

5.07 The students will show recognition of the need for making a meaningful career choice.

5.08 The students will show development of a receptivity for new ideas and an exploration of new ideas.

5.09 The students will demonstrate their ability to use decision-making strategies and skills.

5.10 The students will experience the setting of individual goals.

5.11 The students will show that they have learned that one's interests can be used to plan and make decisions.

5.12 The students will make tentative choices regarding their long-range career interests.

6.01 The students will demonstrate acquired skills and good work habits in preparing for a career.

6.02 The students will display development of basic attitudes needed for success in a career.

6.03 The students will recognize the materials, processes, and tools of occupations.

6.04 The students will recognize the materials, processes, and tools of occupational clusters.

6.05 The students will discover that workers bring dignity and worth to their jobs.

6.06 The students will display their understanding that success in different careers depends on many factors.

6.07 The students will demonstrate skills for identifying the objectives of a task, specifying the resources needed, outlining procedures, performing operations, and evaluating the product.

6.08 The students will refine problem-solving skills by using them and experimenting with them.

6.09 The students will show safe use of simple tools, equipment, and materials in the classroom.

6.10 The students will identify the variety of tools, equipment, and materials that are needed in selected occupations.

6.11 The students will develop educational and occupational competency before moving to the next stage of preparation for the career area of their choice.

6.12 The students will express attitudes favorably through behavior in their interpersonal relationships with others.

7.01 The students will show recognition of the implications of working independently and working with others.

7.02 The students will demonstrate the ability to work independently and in groups to attain a goal.

7.03 The students will disply awareness of groups and the interaction of group members.

7.04 The students will show recognition of the implications of working with and without supervision.

7.05 The students will show recognition of the differences between an entry-level job and future mobility within that job cluster.

7.06 The students will relate their qualifications, interests, and attitudes to jobs listed in the D.O.T. (Dictionary of Occupational Titles).

7.07 The students will show development of social skills necessary for employability.

7.08 The students will demonstrate communication, writing, and research skills appropriate for career placement by completing job application forms, preparing letters of application, and preparing resumes.

7.09 The students will demonstrate acquired skills, good work habits and basic attitudes needed for success in maintaining a career.

8.01 The students will show development of positive attitudes toward employment.

8.02 The students will demonstrate realization that one's success in work is affected by one's attitude.

8.03 The students will demonstrate development of a vocabulary for differentiating leisure time activities.

8.04 The students will show understanding of the differences between leisure time and idleness.

8.05 The students will show understanding of the interrelationships of leisure time with one's career.

8.06 The students will show understanding of how leisure time can provide some rewards of work.

8.07 The students will exercise creativity in approaching leisure activities.

8.08 The students will be able to discuss what they consider a meaningful life.

8.09 The students will explore leisure-time experiences and how they contribute to self-satisfaction and enjoyment.

8.10 The students will show an understanding of art as it relates to self and society.

8.11 The students will participate in the arts.

Senior High School Behavioral Objectives

(Grades 10-12)

1.03 The students will display awareness that development of self is constantly changing.

1.04 The students will give evidence of the development of a positive self-image.

1.05 The students will give evidence of the development of tolerance and flexibility in interpersonal relationships.

1.06 The students will display the understanding that each student is unique and special.

1.07 The students will show understanding of the expanding concept of self.

1.08 The students will show acceptance of themselves, each as a unique person.

1.09 The students will display understanding that they are growing and continually developing persons.

1.11 The students will display realization that what they believe influences what they become and that what they believe may change as they continue to acquire knowledge.

1.12 The students will show recognition of the need to appreciate the skills, abilities, rights, and responsibilities of others.

1.13 The students will display understanding that accepting a job implies acceptance of job responsibilities and requirements.

1.15 The students will be able to illustrate the relationship between career and self-satisfaction.

1.16 The students will be able to explain the need for positive relationships between themselves and others to perform a job.

1.17 The students will evaluate their career goals in terms of their interests, abilities, and achievements - and, evaluate their successes and failures in their educational program in terms of occupations in which they might be successful.

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

2.02 The students will demonstrate their acquirement of a vocabulary for educational planning.

2.03 The students will show awareness of multiplicity of skills and knowledge in education.

2.04 The students will demonstrate their understanding of the need for continuing education in a changing world.

2.05 The students will show their recognition of the role of education in career and life goals.

2.06 The students will recognize developmental processes that occur in and out of school.

2.07 The students will show their understanding that educational planning is necessary for all students.

2.08 The students will demonstrate their learning of how to make educational choices.

2.09 The students will show realization that continual learning is a part of life and career adjustment.

2.10 The students will identify skills acquired in school that are relevant to selected occupations.

2.12 The students will show understanding of the different types of educational preparation that are necessary for various careers.

2.13 When pertinent, the students will plan the post-secondary educational experiences that will satisfy the entry-level requirements of their tentative career choices.

2.14 The students will evaluate their progress toward tentative career goals and assess their suitability.

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

3.03 The students will be able to determine the characteristics and qualifications of a variety of occupations.

3.08 The students will become familiar with job opportunities as related to social and economic trends in their geographic area.

3.09 The students will evaluate employment opportunities in their career areas based on local, regional, and national trends.

3.14 The students will identify the immediate steps necessary following high school to gain entrance into their chosen careers.

3.15 The students will specify the detailed characteristics of their chosen fields.

3.20 The students will analyze the relationship between job requirements and their personal and professional goals.

3.21 The students will show recognition that mobile careers can cause changes in an individual's life style.

3.26 The students will analyze factors that may influence their vertical and horizontal mobility in a selected career cluster.

3.27 The students will analyze the function of management responsibilities relating to the careers that they have chosen to investigate.

4.01 The students will show recognition that worker productivity is influenced by rewards.

4.02 The students will demonstrate acquisition of basic money management skills.

4.03 The students will demonstrate acquisition of consumer skills.

4.04 The students will display understanding between technology and the world of work.

4.05 The students will display understanding of the relationship between occupational roles, personal economics, and life styles.

4.06 The students will show realization that wages should not be the sole basis for career choice.

4.07 The students will demonstrate that they recognize how the labor market affects the nation's economy.

4.08 The students will show understanding of the factors that influence them to need or want certain social and economic rewards.

4.10 The students will be able to explain both the monetary and non-monetary rewards of certain occupational roles.

4.11 The students will show awareness that individual values determine individual needs and relate to a desired standard of living.

4.12 The students will show awareness of the principles that are used to predict economic trends in their community, state, and nation.

4.13 The students will apply economic principles to assist in predicting their career futures in terms of community, state, and national employment opportunities.

5.01 The students will show development of a vocabulary for identifying and stating personal goals.

5.02 The students will demonstrate their understanding that decision making involves responsible action.

5.03 The students will display recognition that decision making involves some risk taking.

5.04 The students will show their knowledge that external factors affect the decision-making process.

5.05 The students will show recognition of restrictions in the decision-making process.

5.06 The students will be able to develop criteria for juding how specified careers would meet their life goals.

5.07 The students will show recognition of the need for making a meaningful career choice.

5.08 The students will show development of a receptivity for new ideas and an exploration of new ideas.

5.09 The students will demonstrate their ability to use decision-making strategies and skills.

5.10 The students will experience the setting of individual goals.

5.11 The students will show that they have learned that one's interests can be used to plan and make decisions.

5.12 The students will make tentative plans for developing their long-range career possibilities and what is required to achieve them.

6.01 The students will demonstrate acquired skills and good work habits in preparing for a career.

6.02 The students will display development of basic attitudes needed for success in a career.

6.03 The students will recognize the materials, processes, and tools of occupations.

6.04 The students will recognize the materials, processes, and tools of occupational clusters.

6.05 The students will discover that workers bring dignity and worth to their jobs.

6.06 The students will display their understanding that success in different careers depends on many factors.

6.07 The students will show proficiency in problem-solving techniques as they apply in selected career areas.

6.08 The students will refine problem-solving skills by using them and experimenting with them.

6.09 The students will show increased proficiency in the safe use of tools, equipment, and materials needed to perform various tasks.

6.10 The students will identify the competency or expertise that is needed to use tools, equipment, and materials in various occupations.

6.11 The students will align their entry-level skills with their career choices.

6.12 The students will demonstrate those interpersonal-relation skills likely to be expected of them when looking for a job.

7.01 The students will show recognition of the implications of working independently and working with others.

7.02 The students will demonstrate the ability to work independently and in groups to attain a goal.

7.03 The students will display awareness of groups and the interaction of group members.

7.04 The students will show understanding of the requirements and values of supervision.

7.05 The students will show understanding of the advantages, disadvantages, and responsibilities of their career choices.

7.06 The students will refine the identification of potential career choices based on their qualifications, interests, and attitudes.

7.07 The students will refine their social skills needed for employability.

7.08 The students will complete actual or simulated job-seeking tasks such as completing an application form, writing a letter of application, preparing a resume, and engaging in an interview.

7.09 The students will demonstrate acquired skills, good work habits, and basic attitudes needed for success in maintaining a career.

8.01 The students will show development of positive attitudes toward employment.

8.02 The students will demonstrate realization that one's success in work is affected by one's attitudes.

8.05 The students will show understanding of the interrelationships of leisure time with one's career.

8.06 The students will show understanding of how leisure time can provide some rewards of work.

8.07 The students will exercise creativity in approaching leisure activities.

8.08 The students will be able to explicate what they consider a meaningful life.

8.09 The students will analyze the value of leisure and its contribution to self-satisfaction.

8.10 The students will analyze the relationship of art to society and self-satisfaction.

8.11 The students will participate in the arts.

RESOURCE SOURCE LISTING

0001 Academy of Advanced Traffic
50 Broadway
New York, N. Y. 10004

0002 Academy of Aeronautics
LaGuardia Airport Station
Flushing, N.Y. 10001

0003 Accounting Careers Council
P.O. Box 650
Radio City Station
New York, N.Y. 10019

0004 Acoustical Society of America
335 E. 45th Street
New York, N.Y. 10017

0005 Aeronautical Chart & Information Center
8900 S. Broadway
St. Louis, MO 63125

0006 Aerospace Medical Assoc.
Washington National Airport
Washington, D. C. 20001

0007 Air Force Educational Affairs
Box 2 Randolph AFB
Texas 78148

0008 Airline Pilots Association
1625 Massachusetts Ave. NW
Washington, D.C. 20036

0009 Alliance of Independent Telephone Unions
1422 Chestnut St. Rm. 302
Phila. Pa. 19102

0010 American Academy of Family Physicians
Volker Blvd. at Brookside
Kansas City, MO 64112

0011 American Academy of Orthopedic Surgeons
30 N. Michigan Ave.
Chicago, IL 60611

0012 American Academy of Pediatrics
1801 Hinman Ave.
Evanston, IL 60204

0013 American Academy of Physicians Assistants
2150 Pennsylvania Ave. Rm. 356
Washington, D. C. 20037

0014 American Academy of Physicians Assistants
2120 L St. NW
The Gelman Bldg. Suite 210
Washington, D. C. 20037

0015 American Assoc. of Colleges of Pharmacy
Division of Student Affairs
3121 Georgia Ave. Suite 800
Silver Spring, MD 20910

0016 American Assoc. of Dental Schools
1625 Massachusetts Ave. NW
Washington, D.C. 20036

0017 American Apparel Manufacturers Association, Inc.
2000 K St. NW
Washington, D. C. 20006

0018 American Assoc. for Inhalation Therapy
4075 Main St., Suite 316
Riverside, Calif. 92501

0019 American Assoc. for Respiratory Therapy
7411 Hines Pl.
Dallas, Texas 75235

0020 American Assoc. of Advertising Agencies
200 Park Ave.
New York, N.Y. 10017

0021 American Assoc. of Nurse Anesthetists
Suite 3010, Prudential Plaza
Chicago, IL 60601

0022 American Assoc. of Ohpthalmology
1100 17th St. NW
Washington, D. C. 20036

0023 American Assoc. of Orthodontists
7477 Delmar Blvd.
St. Louis, MO 63130

0024 American Bakers Association
1700 Pennsylvania Ave. NW
Washington, D. C. 20006

0025 The American Bankers Assoc.
90 Park Avenue
New York, N.Y. 10016

0026 American Board of Funeral
Service Education, Inc.
201 Columbia St.
Fairmount, W. VA 26554

0027 American Board of Opticianry
821 Eggert Rd.
Buffalo, N.Y. 14226

0028 American Boiler Manufacturers
Association
1500 Wilson Blvd. Suite 317
Arlington, VA 22209

0029 American Book Publishers
Council, Inc.
1 Park Avenue
New York, N.y. 10016

0030 American Booksellers Assoc.
175 Fifth Avenue
New York, N.Y. 10010

0031 American Cemetery Assoc.
329 E. Broad St.
Columbus Ohio 43215

0032 American Ceramic Society
65 Ceramic Drive
Columbus, Ohio 43214

0033 American Chemical Society
1155 16th St. N.W.
Washington, D.C. 20036

0034 American Chiropractic Assoc.
2200 Grand Ave.
Des Moines, Iowa 50312

0035 American College of Hospital
Administrators
840 N. Lake Shore Dr.
Chicago, IL 60611

0036 American College of Obstetricians
& Gynecologists
79 West Moore St.
Chicago, IL 60603

0037 American College of Radiology
20 N. Wacker Dr.
Chicago, IL 60606

0038 American College of Surgeons
55 E. Erie St.
Chicago, IL 60611

0039 American Dietetic Assoc.
620 N. Michigan Ave.
Chicago, IL 60611

0040 American College on Surveying &
Mapping
430 Woodward Bldg.
733 15th St. N.W.
Washington, D. C. 20005

0041 American Council on Dental
Education Assoc.
Career Guidance
211 E. Chicago Ave.
Chicago, IL 60611

0042 American Economics Assoc.
1313 21st Ave. SOUTH
Nashville, Tenn 37212

0043 American Dental Assoc. Council
on Dental Education
211 East Chicago Ave.
Chicago, IL 60611

0044 American Dental Assistants Assoc.
211 East Chicago Ave.
Chicago, IL 60611

0045 American Council on Education
1785 Massachusetts Ave. N.W.
Washington, D. C. 20036

0046 American Federation of Teachers
1012 15th St. NW
Washington, D.C, 20005

0047 American Federation of Technical
Engineers
1126 16th St. NW
Washington, D.C. 20036

0048 American Forest Products
Industries, Inc.
1835 K St. NW
Washington, D. C. 20006

0049 American Foundrymen's Society
Golf & Wolf Rds.
Des Plaines, IL 60016

0050 American Gas Assoc. Inc.
1515 Wilson Blvd.
Arlington, VA 22209

0051 American Guild of Musical
Artists
1841 Broadway
New York, N. Y. 10023

0052 American Guild of Organists
630 5th Ave.
New York, N. Y. 10020

0053 American Hearing Society
919 18th St. NW
Washington, D.C. 20009

0054 The American Horticulture
Society
Mount Vernon, VA 22121

0055 American Industrial Arts Assoc.
1210 16th St. NW
Washington,D. C. 20036

0056 American Institute of Aeronautics & Astronautics
1290 Ave. of the Americas
New York, N. Y. 10019

0057 American Institute of Baking
400 E. Ontario St.
Chicago, IL 60611

0058 American Institute of Physics
Education Division
P. O. Box 617
Stony Brook, N.Y. 17790

0059 American Institute of Physics
335 E. 45th St.
New York, N. Y. 10017

0060 American Institute of Planners
917 15th St. NW
Washington, D. C. 20005

0061 American Judicative Society
1155 E. 60th St.
Chicago, IL 60637

0062 American Management Assoc.
135 W. 50th St.
New York, N. Y. 10020

0063 American Medical Technologists
Exec. Secretary
710 Higgins Rd.
Park Ridge, IL 60068

0064 American Medical Technologists
Society
Hermann Professional Bldg.
Suite 1600
Houston, Texas 77025

0065 American Medical Women's Assoc. Inc.
1740 Broadway
New York, N. Y. 10019

0066 American Mutual Insurance Alliance
Public Relations Office
20 N. Wacker Drive, Rm. 2140
Chicago, IL 60606

0067 American National Cattleman's Assoc.
1001 Lincoln St.
P. O. Box 59
Denver, Colorado 80201

0068 American National Red Cross
Office of Personnel
18th & E Sts. NW
Washington, D. C. 20006

0069 American Newspaper Guild
1126 16th St. NW
Washington, D. C. 20036

0070 American Newspaper Publishers
Foundation
11600 Sunrise Valley Dr.
Reston, VA 22070

0071 The American Occupational Therapy
Assoc.
251 Park Ave. South
New York, N. Y. 10016

0072 American Optometric Assoc.
7000 Chippewa St.
St. Louis, MO 63110

0073 American Orthotic & Prosthetic Assoc.
1644 N St. NW
Washington, D. C. 20005

0074 American Osteopathic Assoc.
312 E. Ohio St.
Chicago, IL 60611

0075 American Paper Institute
260 Madison Ave.
New York, N. Y. 10016

0076 American Pharaceutical Assoc.
2215 Constitution Ave. NW
Washington, D. C. 20037

0077 American Philogical Assoc.
Penn State University
431-432 N. Burrowes
University Park, PA 16802

0078 American Photoplatemakers Assoc.
166 W. Van Buren St.
Chicago, IL 60604

0079 American Physical Therapy Assoc.
1156 15th St. NW
Washington, D. C. 20005

0080 The American Physical Therapy Assoc.
1740 Broadway
New York, N. Y. 10019

0081 American Physiological Society
Education Office
9650 Rockfille Pike
Bethesda, MD 20014

0082 American Podiatry Assoc.
20 Chevy Chase Circle NW
Washington, D. C. 20015

0083 American Psychiatric Assoc.
1700 18th St. NW
Washington, D. C. 20009

0084 American Psychological Assoc.
1200 17th St. NW
Washington, D. C. 20036

0085 American Public Works Assoc.
1313 E. 60th St.
Chicago, IL 60637

0086 American Registry of Radiologic Technologists
2600 Wayzata Blvd.
Mineapolis, Minn. 55405

0087 American Rehabilitation Counseling Assoc.
1607 New Hampshire Ave. NW
Washington, D. C. 20009

0088 American Road Builders Assoc.
Public Relations Dept.
525 School St.
Washington, D. C. 20024

0089 American School Counselor Assoc.
1605 New Hampshire Ave. NW
Washington, D. C. 20009

0090 American School Food Service Assoc.
Box 10095
Denver, Colorado 80210

0091 American Society for Agricultural Engineering
2950 Niles Rd.
St. Joseph, Michigan 49085

0092 American Society for Personnel Administration
19 Church St.
Berea, Ohio 44017

0093 American Society for Pharmacology & Experimental Therapeutics
9650 Rocfille Pike
Bethesda, MD 20014

0094 American Society for Quality Control
161 W. Winconsin Ave.
Milwaukee, Wis. 53203

0095 American Society of Internal Medicine
525 The Hearst Bldg.
3rd at Market St.
San Francisco, Cal.

0096 American Society of Hospital
Pharmacists
4630 Montgomery Ave.
Washington, D. C. 20014

0097 American Society of Landscape
Architecture Inc.
1750 Old Meadow Rd.
McLean, VA 22101

0098 American Society of Limnology
& Oceanography
W. K. Kellogg Biological Sta.
Michigan State University
Hickory Corners, Michigan

0099 American Society of Mechanical
Engineers
345 E. 47th St.
New York, N. Y. 10017

0100 American Society of Oceanography
854 Main Building
Houston, Texas 77002

0101 American Society of Photogrammetry
105 N. Virginia Ave.
Falls Church, VA 20046

0102 American Society of Planning
Officials
1313 E. 60th St.
Chicago, IL 60637

0103 American Society of Radiologic Technicians
645 N. Michigan Ave.
Chicago, IL 60611

0104 American Society of Range
Management
P. O. Box 5041
Portland, Ore. 97200

0105 American Society of Safety
Engineers
5 North Wabush Ave.
Chicago, IL 60602

0106 American Society of Travel
Agents
360 Lexington Ave.
New York, N.Y. 10017

0107 American Society of Zoologists
Box 2739
California Lutheran College
Thousand Oaks, Calif. 91360

0108 The American Sociological Assoc.
1722 N St. N.W.
Washington, D. C. 20036

0109 The American Speech & Hearing Assoc.
9030 Old Georgetown Rd.
Washington, D. C. 20014

0110 American Statistical Assoc.
801 15th St. N.W.
Washington, D. C. 20005

0111 American Symphony Orchestra League
Box 66
Vienna, VA 22180

0112 American Textile Manufacturers
Institute, Inc.
Education Dept.
1501 Johnston Bldg.
Charlotte, N. C. 28202

0113 American Trucking Assoc.
1616 P St. N.W.
Washington, D. C. 20036

0114 American Watchmakers Inst.
P. O. Box 11011
Cincinnati, Ohio 45211

0115 American Welding Society
345 E. 47th St.
New York, N. Y. 10017

0116 Asphalt & Vinyl Asbestos Institute
101 Park Ave.
New York, N. Y. 10017

0117 Associated Builders & Contractors
P. O. Box 8733
Baltimore-Washington International
Airport
MD. 21240

0118 Assoc. for Education in Journalism
University of Wisconsin
425 Henry Hall
Madison, Wis. 53706

0119 Associated Fur Manufacturers
101 West 30th St.
New York, N. Y. 10001

0120 Associated General Contractors of America
1957 E St. NW
Washington, D. C. 20006

0121 Associated Opticians of America
1250 Connecticut Ave. NW
Washington, D. C. 20036

0122 Associated Retail Bakers of America
731-735 W. Sheridan Rd.
Chicago, IL 60613

0123 Association for Education of the Visually Handicapped
919 Walnut St. 4th Fl.
Philadlephia, PA 19107

0124 Association of American Law Schools
1 DuPont Circle NW
Washington, D. C. 20036

0125 Association of American Railroads
1920 L St. NW
Washington, D. C. 20036

0126 Association of Buying Officers
100 W. 31st St.
New York, N. Y. 10001

0127 Association of Industrial Advertisers, Inc.
Education Committee
41 E. 42nd St.
New York, N. Y. 10017

0128 Association of Medical Illustrators,
Corresponding Secretary
738 Keystone Ave.
River Forest, IL 60305

0129 American Astronomical Society
211 Fitz Randolph Rd.
Princeton, NJ 08540

0130 Association of Medical Illustrators
6650 Northwest Highway
Chicago, IL 60631

0131 Association of Operating Rm. Technicians, Inc.
1100 W. Littleton Blvd.Suite 201
Littleton, Colorado 80120

0132 U. S. Atomic Energy Comm.
P. O. Box 62
Oak Ridge, Tenn. 37839

0133 Automotive Manufacturing Assoc, Inc.
320 New Center Bldg.
Detroit, Mich. 48202

0134 Barnum & Bailey Circus Clown College
Box 1528
Venice, Florida

0135 Biological Photographic Assoc., Inc.
P. O. Box 1057
Rochester, Minn. 55901

0136 Nat'l Biophysical Research Foundation
Georgetown Univ. Medical Ctr.
3900 Reservoir Rd.
Washington, D. C. 20007

0137 Board of Certified Laboratory Assistants
445 N. Lake Shore Dr.
Chicago, IL 60611

0138 National Assoc. of Engine & Boat Manufacturers
537 Steamboat Rd.
Greenwich, Conn. 06830

0139 Dr. Barbara Palser, Sec'y
Botanical Society of America
Rutgers University
New Brunswick, NJ 08903

0140 Boy Scouts of America
North Brunswick, NJ 08902

0141 Boys' Club of America
771 First Ave.
New York, N. Y. 10017

0142 Bureau of Land Management
Federal Center Building 50
Denver, Colo. 80225

0143 Central Intelligence Agency
Office of Personnel
Washington, D. C. 20505

0144 Chemical Industries
1155 16th St. N.W.
Washington, D. C. 20036

0145 Chemical Institute of Canada
Membership Services
Suite 906
151 Slater St.
Ottawa, Ontario Canada K1P5H3

0146 Chiropractic Education Comm.
741 Brady St.
Davenport, Iowa 52808

0147 U. S. Civil Service Commission
Area OFFICE
1900 E St. N.W.
Washington, D. C. 20415

0148 Clothing Manufacturers Assoc.
of U.S.A.
135 W. 50th St.
New York, N. Y. 10020

0149 Club Managers of America
Association
5530 Wisconsin Ave.
Washington, D.C. 20015

0150 College of American Pathologists
230 N. Michigan Avenue
Chicago, IL 60601

0151 Commission on Education in
Physical Education & Facilities
1800 Chicago Ave.
Minneapolis, Minn. 55404

0152 Committee on Nursing
American Medical Assoc.
535 N. Dearborn St.
Chicago, IL 60610

0153 Communications Workers of
America
1925 K St. N.W.
Washington, D. C. 20006

0154 Consulting Engineers Council
of the U. S.
1155 15th St. N.W.
Washington, D. C. 20005

0155 Consumer Affairs
Certified Shorthand Reporters
Board
1020 North St.
Sacramento, Calif. 95814

0156 Contracting Plasterers &
Lathemen's International
305 Landmark Bldg.
1343 H St. N.W.
Washington, D. C. 20005

0157 Council on Hotel, Restaurant
& Institutional Education
1522 K St. N.W.
Washington, D. C. 20005

0158 Council on Hotel, Restuarant
& Institutional Education
Statler Hall, Cornell Univ.
Ithaca, N. Y. 14850

0159 Cosmetology Accrediting Commission
1601 18th St. N.W.
Washington, D. C. 20009

0160 Credit Union Assoc., Inc.
Box 431
Madison, Wisconsin 53701

0161 Culinary Institute of America, Inc.
Hyde Park, New York 12538

0162 Cincinnati College of Mortuary
Science
3200 Reading Rd.
Cincinnati, Ohio 45229

0163 U. S. Dept. of Agriculture
Food & Nutrition Service
Personnel Division
Washington, D. C. 20250

0164 Soil Conservation Service
U. S. Dept. of Agriculture
Washington, D. C. 20250

0165 Agricultural Research Service
U. S. Dept. of Agriculture
Washington, D. C. 20250

0166 Department of Defense
High School News Service
Bldg. 1-B
Great Lakes, IL 60088

0167 Bureau of Mines
Department of Interior
Washington, D. C. 20240

0168 Bureau of Outdoor Recreation
Department of Interior
Washington, D. C. 20240

0169 Bureau of Reclamation
Department of Interior
Washington, D. C. 20240

0170 National Park Service
Department of Interior
Washington, D. C. 20240

0171 Office of Coal Research
Department of Interior
Washington, D. C. 20240

0172 Bureau of Minerals & Solid Fuels
Department of Interior
Washington, D. C. 20240

0173 Bureau of Oil & Gas
Department of Interior
Washington, D.C. 20240

0174 Bureau of Water Resources Research
Department of Interior
Washington, D. C. 20240

0175 Department of Translation & Interpretation
Monterey Inst. of Foreign Studies, Box 1978
Monterey, Calif. 93940

0176 Department of Transporation
Federal Aviation Administration, Aviation Education
Washington, D. C. 20590

0177 Diesel Engine Manufacturers Assoc.
122 E. 42nd St.
New York, N. Y. 10017

0178 Education Institute of the American Hotel & Motel Assoc.
77 Kellogg Center
Michigan State Univ.
E. Lansing, Michigan 48823

0179 Electronic Computer Programming Inst.
Empire State Bldg.
New York, N. Y. 10001

0180 Electronics Industries Assoc.
2001 Eye St. N.W.
Washington, D. C. 20036

0181 Engineers Council for Professional Development Educ.
345 E. 47th St.
New York, N. Y. 10017

0182 Environmental Science Services Adm.
Personnel Div. AD 42
6010 Executive Blvd.
Rockville, MD 26852

0183 Farm & Industrial Equipment Inst.
410 N. Michigan Ave.
Chicago, IL 60611

0184 Federal Deposit Insurance Co.
Div. of Personnel
550 17th St. NW.
Washington, D. C. 20429

0185 Fibre Box Association
224 S. Michigan Ave.
Chicago, IL 60604

0186 Financial Executive Institute
50 W. 44th St.
New York, N. Y. 10036

0187 Flight Engineer Intl. Assoc.
905 16th St. N.W.
Washington, D. C. 20006

0188 Food & Nutrition Service
U. S.Dept. of Agriculture
Washington, D. C. 20250

0189 Ford Motor Company
Educational Affairs Dept.
American Road
Dearborn, Mich. 48121

0190 Foundry Educational Foundation
1138 Terminal Tower
Cleveland, Ohio 44113

0191 Future Farmers Service
Alexandria, Virginia 22300

0192 Gemological Institute of America
11940 San Vincente Blvd.
Los Angeles, Calif. 90049

0193 General Aviation Manufacturers Assoc.
Public Affairs, Suite 1215
1025 Connecticut Ave. NW.
Washington, D. C. 20036

0194 General Building Contractors Association, Inc.
2 Penn Plaza, Suite 1212
Phila. Pa. 19102

0195 General Electric
Dept. WP
570 Lexington Ave.
New York, N. Y. 10022

0196 Golf Course Superintendent
Association of America
1617 St. Andrews Dr.
Lawrence, Kansas 66044

0197 Gray & Ductile Iron Founders Society Inc.
Cast Metals Federation Bldg.
20611 Center Ridge Rd.
Rocky River, Ohio 44116

0198 Guild of Prescription Opticians of America
1250 Connecticut Ave. N.W.
Washington, D.C. 20036

0199 Helene Curtis Industries
4401 W. North Ave.
Chicago, IL 60639

0200 Hahnemann Medical College
230 North Broad St.
Philadlephia, Pa. 19102

0201 Hospital Financial Management Assoc.
840 N. Lake Shore Dr.
Chicago, IL 60611

0202 Hotel Sales Management
358 Fifth Ave.
New York, N. Y. 10001

0203 Independent Garage Owners of America, Inc.
624 S. Michigan Ave.
Chicago, IL 60605

0204 Institute of Food Technology
Suite 2120
211 North LaSalle St.
Chicago, IL 60601

0205 Institute of Life Insurance
Education Division
277 Park Ave.
New York, N. Y. 10017

0206 Instrument Society of America
400 Stanwix St.
Pittsburgh, PA 15222

0207 Insurance Work
Education Division
277 Park Ave.
New York, N. Y. 10017

0208 Intl. Airline Employee Assoc.
5600 S. Central Ave.
Chicago, IL 60638

0209 Int. Assoc. of Chiefs of Police
1319 18th St. N.W.
Washington, D. C. 20036

0210 Intl. Assoc. of Chiefs of Police
11 Firstfield Road
Gaithersburg, Maryland 20760

0211 Intl. Assoc. of Electrotypers & Stereotypers
758 Leader Building
Cleveland, Ohio 44114

0212 Intl. Assoc. of Fire Fighters
905 16th St. N.W.
Washington, D. C. 20006

0213 Intl. Assoc. of Machinists & Aerospace Workers
1300 Connecticut Ave. N.W.
Washington, D. C. 20036

0214 Intl. Assoc. of Personnel
Women
358 5th Ave.
New York, N.Y. 10001

0215 Intl. Assoc. of Wall and
Ceiling Contractors
20 E St. N.W.
Washington, D. C. 20005

0216 Intl. Association of Women
Police
100 N. LaSalle St.
Chicago, IL 60602

0217 Intl. Brotherhood of all Pulp,
Sulphite & Paper Mill Workers
Dept. of Research & Education
Box 247
Port Edward, N. Y. 12828

0218 Intl. Barbers, Beauticians &
Allied Industries Assoc.
Dept. of Education
7050 W. Washington St.
Indianapolis, Ind. 46240

0219 Intl. Oceanographic Foundation
10 Rickenbacker Causeway
Miami, Florida 33149

0220 Intl. Organization of Masters,
Mates & Pilots
39 Broadway
New York, N. Y. 10006

0221 Intl. Society of Clinical Laboratory Technologists
805 Ambassador Bldg.
411 N. 7th St.
St. Louis, MO 63101

0222 Director Personnel Division
Internal Revenue Service
U.S. Dept. of Treasury
Washington, D. C. 20224

0223 Investment Bankers Assoc.
of America
425 13th St. N.W.
Washington, D.C. 20004

0224 U. S. Department of State
Language Service Division
Washington, D. C. 20520

0225 League of Women Voters
1730 M St. N.W.
Washington, D. C. 20036

0226 Life Insurance Agency Management Assoc.
170 Sigourney St.
Hartford, Conn. 06105

0227 Lithographers & Photoengraver
Intl. Union
233 W. 49th St.
New York, N. Y. 10019

0228 Mademoiselle Magazine
College & Careers Dept.
Box 3389, Grand Central Sta.
New York, N. Y. 10017

0229 Manufacturers Agents Natl. Assoc.
Suite 503
3130 Wilshire Blvd.
Los Angeles, Calif. 90010

0230 Manufacturing Jewelers & Silversmiths of America, Inc.
Biltmore Hotel & Motor Inn
Room S-75
Providence, R. I. 02902

0231 Marbel Institute of America
1984 Chain Bridge Rd.
McLean, VA 22101

0232 University of Rhode Island
Marine Advisory Service
Bay Campus
Narragansett, R. I. 02882

0232 Master Photo Dealers & Finishers
Assoc.
603 Lansing Ave.
Jackson, Mich. 49202

0233 Metallurgical Soc. of the American
Inst. of mining Metallurgical &
Petroleum Engineers
345 E 47th St.
New York, N. Y. 10017

0234 Metropolitan Life Ins. Co.
Health & Welfare Division
Box CW, 1 Madison Ave.
New York, N. Y. 10010

0235 Modeling Assoc. of America
145 E. 53rd St.
Suite 8
New York, N. Y. 10002

0236 Modern Language Assoc.
62 5th Ave.
New York, N. Y. 10011

0237 Music Educators Natl. Conference, the NEA
1201 16th St. N.W.
Washington, D.C. 20036

0238 National Restaurant Assoc.
Educational Director
1530 N. Lake Shore Dr.
Chicago, IL 60610

0239 Natl. Aeronautics & Space
Administration
Educational Programs Div.
Washington, D.C. 20546

0240 Natl. Aerospace Education
Council
806 15th St. N.W.
Washington, D.C. 20036

0241 National Assoc. for Music
Therapy, Inc.
P. O. Box 610
Lawrence, Kansas 66044

0242 Natl. Assoc. for Practical
Nurse Education & Service
535 Fifth Avenue
New York, N. Y. 10017

0243 Natl. Assoc. of Barber Schools
338 Washington Ave.
Huntington, West VA 25701

0244 Natl. Assoc. of Certified
Dental Laboratories, Inc.
3801 Mt. Vernon Ave.
Alexandria, VA 22305

0245 Natl. Assoc. of Certified
Dental Laboratories
1330 Massachusetts Ave. N.W.
Washington, D.C. 20005

0246 Natl. Assoc. of Cosmetology
Schools, Inc.
3839 White Plains Rd.
Bronx, N. Y. 10467

0247 Natl. Assoc. of Floor Covering
Installers
4301 Connecticut Ave.
Washington, D.C. 20008

0248 Natl. Assoc. of Food Chains
1725 Eye St. N.W.
Washington, D.C. 20006

0249 Natl. Assoc. of Home Builders
1625 L St. N.W.
Washington, D.C. 20036

0250 Natl. Assoc. of Home Builders
c/o Manpower Department
15th & M Sts. N.W.
Washington, D.C. 20005

0251 Natl. Assoc. of Insurance Agents
96 Fulton St.
New York, N. Y. 10038

0252 Natl. Assoc. of Licenses
Practical Nurses, Inc.
250 W. 5th St.
New York, N. Y. 10019

2053 Natl. Assoc. of Metal Finishers
248 Lorraine Ave.
Upper Montclair, N.J. 07043

0254 Natl. Assoc. of Photo-Litographers
230 W. 41st St.
New York, N.Y. 10036

0255 Natl. Assoc. of Plumbing-Heating
& Cooling Contractors
1016 20th St N.W.
Washington, D.C. 20036

0256 Natl. Assoc. of Power Engineers
176 W. Adam St.
Chicago, IL 60603

0257 Natl. Assoc. of Purchasing
Management
11 Park Place
New York, N.Y. 10007

0258 Natl. Assoc. of Real Estate
Boards, Education Dept.
155 E. Superior St.
Chicago, IL 60611

0259 Natl. Assoc. of Realtors
155 E. Superior St.
Chicago, IL 60611

0260 Natl. Assoc. of Retail
Druggists
1 E. Wacker Dr.
Chicago, IL 60601

0261 Natl. Assoc. of Retail
Grocers
360 N. Michigan Ave.
Chicago, IL 60601

0262 Natl. Assoc. of Sanitarians
University of Denver
Denver, Colorago 80216

0263 Natl. Assoc. of Schools
of Music
Suite 650
One DuPont Circle
Washington, D.C. 20036

0264 Natl. Assoc. of Wholesalers
1725 K St. N.W.
Washington, D.C. 20006

0265 Natl. Assoc. of Women in
Construction
1000 Vermont Ave. N.W.
Washington, D.C. 20005

0266 Natl. Assoc. of Women in
Construction
2800 W. Lancaster Ave.
Ft. Worth, Texas 76107

0267 National Athletics Trainers
Association c/o M. Blickenstaff
School of Health, Phys. Ed. &
Recreation
Indiana State University
Terre Haute, Ind. 47809

0268 National Auctioneers Assoc.
135 Lakewood Dr.
Lincoln, Nebraska 68510

0269 Natl. Automatic Merchandising Assoc.
7 S. Dearborn St.
Chicago, IL 60603

0270 Natl. Automotive Parts Assoc., Inc.
10400 W. Higgins
Posemont, IL 60010

0271 Natl. Board of the Coat & Shirt
Industry
450 7th Sve.
New York, N.Y. 10001

0272 Natl. Bureau for Lathing & Plastering
938 K St. N.W.
Washington, D.C. 20001

0273 Natl. Center for Information on
Careers in Education
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

0274 Natl. Coal Association
1130 17th St. N.W.
Washington, D.C.

0275 Natl. Commission for Careers in
Social Work
2 Park Ave.
New York, N.Y. 10016

0276 Natl. Consumer Finance Assoc.
1000 16th St. N.W.
Washington, D.C. 20036

0277 Natl. Council of Teachers of
Mathematics
1201 6th St. N.W.
Washington, D.C. 20036

0278 Natl. Council of Churches of
Christ in U.S.A.
Dept. of Ministry-Church Occupations
Room 760
475 Riverside Dr.
New York, N.Y.

0279 Natl. Criminal Justice Reference Serv
P. O. Box 24036, SW Post Office
Washington, D.C. 20024

0280 Natl. Dress Manufacturers Assoc.
570 7th Ave.
New York, N.Y. 10010

0281 Natl. Easter Seal Society
for Crippled Children &
Adults
2023 W. Ogden Ave.
Chicago, IL 60612

0282 Natl. Education Assoc.
1201 16th St. N.W.
Washington, D. C. 20036

0283 Natl. Electrical Contractors
Assoc.
1730 Rhode Island Ave. N.W.
Washington, D. C. 20036

0284 Nat. Farm & Power Equipment
Dealers Assoc.
2340 Hampton Ave.
St. Louis, MO 63139

0285 Natl. Forest Products Assoc.
Wood Industry Career Program
1619 Massachusetts Ave. N.W.
Washington, D. C. 20036

0286 Natl. Foreman's Institute
24 Rope Ferry Rd.
Waterford, Conn. 06385

0287 Natl. Foundry Assoc.
9838 Roosevelt Rd.
P. O. Box 76
Westchester, IL 60156

0288 Natl. Hairdressers & Cosmetologists Assoc.
175 5th St.
New York, N. Y. 10010

0289 Natl. Health Council
1740 Broadway
New York, N. Y. 10019

0290 Natl. Home Fashions League,Inc.
767 Lexington Ave.
New York, N. Y. 10021

0291 Natl. Industrial Recreation
Assoc.
20 N. Wacker Dr.
Chicago, IL 60606

0292 Dr. Chester G. Hall Jr. Ex.VP
Natl. Inst. for Food Service Ind.
120 S. Riverside Plaza
Chicago, IL 60606

0293 Natl. Institute of Health
9000 Rockville Pike
Bethesda, MD 20014

0294 Natl. Inst. of Mental Health
Public Information Office
5600 Fishers Lane
Rockville, Md. 20852

0295 Natl. Lathing Industries
Joint Apprenticeship Program
140 Main St.
Annapolis, Md. 21401

0296 Natl. Machine Tool Builders Assoc.
2139 Wisconsin Ave. N.W.
Washington, D. C. 20007

0297 Natl. Maritime Union of America
36 7th Ave.
New York, N. Y. 10011

0298 Natl. Oceanography Assoc.
1900 L St. N.W.
Washington, D. C. 20036

0299 Natl. Paper Box Manufacturers
Association, Inc.
121 N. Broad St.
Philadelphia, PA 19107

0300 Natl. Petroleum Refiners' Assoc.
1725 DeSales St. N.W.
Washington, D. C. 20036

0301 Natl. Pharmaeutical Council
1030 15th St. N.W.
Washington, D. C. 20005

0302 Natl. Recreation & Park Assoc.
1700 Pennsylvania Ave. N.W.
Washington, D. C. 20006

0303 Natl. Rehabilitation Counseling
Association
1522 K St. N.W.
Washington, D. C. 20005

0304 Natl. Roofing Contractors
Assoc.
1515 North Harlem Ave.
Oak Park, IL 60302

0305 Natl. Shorthand Reporters Assoc.
25 W. Main St.
Madison, Wisconsin 53703

0306 Natl. Shorthand Reporters
Assoc.
2361 S. Jefferson Davis H'way
Arlington, VA 22202

0307 Natl. Society of Interior
Designers
315 E. 62nd St.
New York, N. Y. 10021

0308 Natl. Therapeutic Recreation
Society
1601 Kent St.
Arlington, VA 22209

0309 Natl. Tool, Die & Precision
Machine Assoc.
9300 Livingston Rd.
Washington, D. C. 20022

0310 Natl. Toll, Die & Precision
Machine Assoc.
1411 K St. N.W.
Washington, D. C. 20005

0311 Natl. Vocational Guidance Assoc.
1607 New Hampshire Ave. N.W.
Washington, D. C. 20009

0312 Navy Recruiting Command
4015 Wilson Blvd.
Arlington, VA 22203

0313 New York Life Insurance Co.
51 Madison Ave. Room 1108
New York, N. Y. 10010

0314 New York Stock Exchange
11 Wall St.
New York, N. Y. 10005

0315 Non-Ferrous Foundries Society
21010 Cneter Ridge Rd.
Cleveland, Ohio 44116

0316 Office of Maritime Manpower
Maritime Administration
U. S. Dept. of Commerce
Washington, D. C. 20230

0317 Operations Research Institute
420 Lexington Ave.
New York, N. Y. 10017

0318 Paper Industry Management Assoc.
2570 Devon Ave.
Des Plaines, IL 60018

0319 Pa. Inst. of CPA's
1100 Lewis Tower Bldg.
225 S. 15th St.
Philadelphia, PA 19102

0320 Pharmaeutical Manufacturers Assoc.
1155 15th St. NW.
Washington, D. C. 20005

0321 Professional Journalistic Soc.
Sigma Delta Chi
35 E. Wacker Dr.
Chicago, IL 60601

0322 Prudential Insurance Co.
Box 36
Newark, N. J. 07101

0323 Public Personnel Assoc.
1312 E. 60th St.
Chicago, IL 60637

0324 Public Relations Society of America
845 3rd Ave.
New York, N. Y. 10022

0325 Registry of Medical Rehabilitation
Therapists & Specialists
4975 Judy Lynn
Memphis, Tenn. 38118

0326 Registry of Medical Technologists
of American Soc. of Clinical
Pathologists
P. O. Box 2544
Muncie, Ind. 47302

0327 Ryder Schools, Inc.
P. O. Box 816
Miami, Florida 33133

0328 Sales & Marketing Executives
Intl.
630 3rd Ave.
New York, N. Y. 10017

0329 Serra International
Catholic Priestly Vocations
22 W. Monroe St.
Chicago, IL 60603

0330 Sheet Metal & Air Conditioning
Contractors' Natl. Assoc.
1611 N. Kent St.
Arlington, VA 22209

0331 Sheet Metal & Air Conditioning
Contractors' Natl. Assoc.
107 Center St.
Elgin, IL 60120

0332 Sheet Metal Workers' Intl. Assoc.
1750 New York Ave. N.W.
Washington, D. C. 20006

0333 Sheet Metal Workers' Intl. Assoc.
1000 Connecticut Ave. N.W.
Washington, D. C. 20036

0334 Society for the Advancement
of Management
1412 Broadway
New York, N. Y. 10036

0335 Society of Automation Engineers
2 Pennsylvania Plaza
New York, N. Y. 10001

0336 Society of Automotive Engineers
Attention: Member Relations
400 Commonwealth Dr.
Warrendale, PA 15096

0337 Society of Engineering
Illustrators, Inc.
3050 E. Outer Drive
Detroit, Michigan 48234

0338 Society of Fire Protection
Engineers
60 Batterymarch St.
Boston, Mass. 02110

0339 Society of Illustrators
128 E. 63rd St.
New York, N. Y. 10021

0340 Society of Manufacturing Engineers
Education Dept. 20501-Ford Rd.
Dearborn, Michigan 48128

0341 Society of Naval Architects &
Marine Engineer
74 Trinity Plane
New York, N. Y. 10006

0342 Society of Nuclear Medical
Technologists
1201 Waukeegan Rd.
Glenview, IL 60025

0343 Society of Plastics Engineers
656 West Putnam Ave.
Greenwich, Conn. 06830

0344 Society of Public Health Education, Inc.
New York, N. Y. 10016

0345 Society of Technical Writers &
Publishers
1010 Vermont Ave. N.W. Suite 421
Washington, D.C. 20005

0346 Structural Clay Products Inst.
1520 18th St. N.W.
Washington, D. C. 20036

0347 Synagogue Council of America
432 Park Ave. South
New York, N. Y. 10016

0348 Super Market Institute
200 E. Ontario St.
Chicago, IL 60611

0349 Television Information Service
745 Fifth Ave.
New York, N. Y. 10022

0350 Unt. Assoc. of J'nyman & Apprentices
of Plumbing & Pipefitting Ind. of
U.S. & Canada
901 Massachusetts Ave. N.W.
Washington, D. C. 20001

0351 United Business Schools Assoc.
1101 17th St. N.W.
Washington, D.C.

0352 United Papermakers & Paperworkers
712-718 N. Pearl St.
Albany, N. Y. 12201

0353 Unt. Slate, Tile & Composition
Roofers Assoc.
1125 17th St. N.W.
Washington, D. C. 20036

0354 U. S. Independent Telephone
Assoc.
438 Pennsylvania Blvd.
Washington, D. C. 20004

0355 U. S. Small Business Administration
1441 L St. N.W.
Washington, D. C. 20416

0356 Univ. Council on Water Resources
212 Agricultural Eng. Bldg.
Univ. of Nebraska
Lincoln, Nebraska 68503

0357 Veteran's Administration
2625 Shirlington, Rd.
Arlington, VA 22206

0358 Vocational Rehabilitation Adm.
U.S. Dept. of H.E.W.
Washington, D. C. 20201

0359 Water Pollution Control Fed.
3900 Wisconsin Ave. N.W.
Washington, D. C. 20016

0360 Associated General Contractors
of America, Inc.
1957 E. St. N.W.
Washington, D. C. 20006

0361 Int. Brotherhood of Electrical
Workers
1200 15th St. N.W.
Washington, D. C. 20005

0362 Bricklayers, Masons & Plasterers
Intl. Union of America
815 15th St. N.W.
Washington, D. C. 20005

0363 Communications Workers of
America
1925 K St. N.W.
Washington, D. C. 20006

0364 Intl. Jewelry Workers' Union
Local #1
133 W. 44th St.
New York, N. Y. 10036

0365 Intl. Molders' & Allied
Workers' Union
1225 E. McMillan St.
Cincinnati, Ohio 45206

0366 American Federation of Musicians
(AFL-CIO)
641 Lexington Ave.
New York, N. Y. 10022

0367 Intl. Printing & Pressmen &
Assistants Union of N. America
1730 Rhode Island Ave. N.W.
Washington, D. C. 20036

0368 Intl. Stereotypers & Electrotypers
Union of N. America
10 S. LaSalle St.
Chicago, IL 60603

0369 Intl. Brotherhood of Bookbinders
1612 K St. N.W.
Washington, D. C. 20016

0370 Int. Assoc. of Marble, Slate &
Stone...Workers' Helpers
821 15th St. N.W.
Washington, D. C. 20005

0371 Wood, Wire & Metal Lathers
Intl. Union
6530 New Hampshire Ave.
Takoma Park, MD 20012

0372 Intl. Brotherhood of Painters
& Allied Trades
1750 New York Ave. N.W.
Washington, D. C. 20006

0373 Intl. Union of Elevator Constructors
12 South 125 St. Rm. 1515
Philadelphia, PA 19107

0374 Intl. Assoc. of Machinists &
Aerospace Workers
1300 Connecticut Ave. N.W.
Washington, D.C. 20036

0375 Steward & Stewardesses,
TWU of America
205 W. Wacker Dr.
Chicago, IL 60606

0376 Eastman Kodak Co.
Careers in Photography
Rochester, N.Y. 14650

0377 Ford Motor Co.
The American Rd.
Dearborn, Michigan 48121

0378 General Electric Co.
Schenectady, N.Y. 12305

0379 American Airlines Inc.
3300 W. Mockingbird Lane
Dallas, Texas 75235

0380 The Upjohn Co.
Trade & Guest Relations
Kalamazoo, Mich.

0381 Olin Corporation
Winchester-Western Division
Conservation Dept.
East Alton, IL 62024

0382 Eaton Paper Co.
Advertising Dept.
Pittsfield, Mass. 01201

0383 Braniff Internation
Airline Career Academy
P. O. Box 35001
Dallas, Texas 75235

0384 The B. F. Goodrich Co.
Public Relations Dept.
500 S. Main St.
Akron, Ohio 44318

0385 United Air Lines, Inc.
Stewardess Recruitment Section
PO.O. Box 66140
Chicago, IL 60666

0386 Atlas Chemical Industries, Inc.
Wilmington, Del. 19899

0387 Eastman Kodak Co.
Dept 412L
343 State St.
Rochester, N. Y. 14650

0388 The National Assoc. of Letter Carriers
100 Indiana Ave. N.W.
Washington, D. C. 20001

0389 American Geophysical Union
1707 L Street N.W.
Washington, D. C. 20036

BIBLIOGRAPHY

Themes

- Community
- School to Work Transition
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- Exceptional Child
- Gifted and Talented
- Disadvantaged
- In-Service Training
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